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ABSTRACT

The Hawaii State Senior Center, which is sponsored by Honolulu Community College, provides health services, counseling, adult education, community services, and recreation and leisure activities. Enrolled membership is 2,080. The sixth fiscal year marked the first year that the Center was wholly supported by State General Funds. The status of the project is discussed in relation to its individualized services component and group activities component. Statistics are presented to assess the attainment of four project objectives: the establishment of the concept of a central meeting place; the increase of opportunities for older persons; the provision of opportunities for agencies to deliver integrated and coordinated services; and the opportunity to individualize services to older persons. The six appendices present a competency-based taxonomy of objectives for individualized services, group activities, and community development domains; discuss the objectives and accomplishments of Center social groups; present the proceedings of a leadership workshop; evaluate instruction in group activities; present the findings of a Center evaluation study; and discuss needs assessment and accountability. (NHM)

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SIXTH ANNUAL REPORT
of the
HAWAII STATE SENIOR CENTER

sponsored by
HONOLULU COMMUNITY COLLEGE

July 1, 1974 - June 30, 1975

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Mr. Henry K.F. Chai

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Mr. Charles Yap
Mrs. Lee Choy Yuen

FOREWORD

The Sixth Annual Report of the Hawaii State Senior Center reflects the same expansion and diversity of services which have marked the previous years of the Center's operations. Enrolled membership in the Center stands at 2,080 including Regular, Associate, Guest, and Service Members.

The service activities of the Center continue to include Health Services, Counseling, Adult Education, Community Service, and Recreation and Leisure-Time Activities. This year we saw an increasing number of selected Honolulu Community College credit courses made available for the Center memberships. Additions to the present Center structure will provide for an expansion of these activities. A new multi-crafts room will house equipment, tools, and work tables for the Ceramic and Hawaiian Seed Craft classes. A covered activity lanai of approximately 4,000 square feet which is now nearly completed will be a boon to nearly all of the activities currently conducted at the Center.

As the Center enters into its seventh year of operation, the question of its continuation as a part of a permanent agency has not yet been answered. The original objective of the Center was to demonstrate its "workability." This has been done very successfully. Now it must meet the commitment that it has made to its large membership--that of continuing its operation under a permanent arrangement. We, who are associated with the Center, share a deep concern for its future and the continuity of its service to the elderly.

Through imaginative and untiring leadership, the Hawaii State Senior Center has gained national recognition. It has been suggested as a model for emulation throughout the United States. Honolulu Community College is proud to be a part of this outstanding service program.

Clyde K. Yoshioka
CLYDE K. YOSHIOKA, Provost
Honolulu Community College

T A B L E O F C O N T E N T S

In Memoriam - - - - -	i
Foreword, Mr. Clyde Yoshioka, Provost, HCC - - - - -	ii
Table of Contents - - - - -	iii
Directory - - - - -	1
Project Staff Participant Advisory Board Club Council Members Hawaii State Commission on Aging Honolulu Community College Medical Advisory Committee Hawaii Senior Services, Inc.	
Chairman's Report - - - - -	6
Mr. Henry B. C. Ho, Chairman Participant Advisory Board	
Status of Project - - - - -	9
Mr. Charles W. Amor Executive Director	
Individualized Services Component - - - - -	29
Mrs. Elaine Yasumori, Coordinator	
Group Activities Component - - - - -	30
Mrs. Mechelle Greening, Coordinator	
Program Output - Service Activities - - - - -	33
Statistics to Assess Attainment of Project Objectives - - - - -	34
Grant Award - - - - -	40
Table of Organization - - - - -	41
Report of Participating Membership Characteristics	42
Report by Dr. Gerald M. Meredith Academic Evaluation Officer University of Hawaii	
1. Toward a Competency-Based Taxonomy of Objectives for the Hawaii State Senior Center - - - - -	Appendix <u>A</u>
2. Social Groups at the Hawaii State Senior Center: Objectives and Accomplishments - - -	Appendix <u>B</u>

3. Observations on the Seventh Leadership
Workshop: Group Development in a Multi-
Purpose Center - - - - - Appendix C
4. Impact of Instruction in Group Activities
at the Hawaii State Senior Center - - - - - Appendix D
5. Evaluation of Hawaii State Senior Center:
Attitudes of Staff, Board Members, Club
Officers, Instructors and Volunteers - - - - - Appendix E
6. Needs Assessment and Accountability in
a Multi-Purpose Senior Center - - - - - Appendix F

PROJECT STAFF

Executive Director -----	Charles W. Amor
Group Activities Coordinator -----	Mechelle Greening
Individualized Services Coordinator -----	Elaine K. Yasumori
Stenographer -----	Faith Q. Osurman
Center Aides -----	Mitsuko M. Backus
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	Gladys K. Toma

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THIS REPORT COVERS THE PERIOD: July 1, 1974 - June 30, 1975

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1974 - 1975

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CHAIRMAN'S REPORT

This report coincides with the ending of my third term as Chairman of the Participant Advisory Board. I did not seek another term as a member of the Board.

I am proud to report that in my three years of office, I have not been late or missed a single meeting; a record to be proud of. These meetings were enjoyable, fruitful and harmonious. May I take this opportunity to thank all for the contributions and support.

Throughout my many years of services on the Board of Hawaii Government Employees Association and both business and non-profit organizations, I have experienced the strength and power that can come from concerted group action. Many more seniors have not had this experience and do not see the value of arriving at decisions in a democratic manner. I want to confirm that much can be accomplished through the slower but effective process of arriving at decisions democratically. The expansion of our building is one example of this effort by the Board. I would hope that the Center continues to welcome seniors at all levels of decision-making and to use their knowledge and wisdom to make judgements about things that affect them.

In regard to our building program, Governor George Ariyoshi responded quickly to our request to remove the termite riddled tree in the outer court and to release the funds for the construction of the outer patio.

We also look to his early release of planning funds to complete the outer patio by providing a floor cover and to begin the planning for the inner court and the kitchen. When these building requirements are completed, the property will be at its maximum development.

Sometimes, decisions affecting participants are made without the advice and concurrence of participants. The recent change of direct funding from the Commission to the Honolulu Area Agency on Aging was accomplished without forewarning. This is unfortunate because it does not allow for the ventilation of opposing views and the resolution by compromise. It forces acceptance without an understanding if the change is desirable or beneficial.

Last year, I mentioned our disappointment in the search for additional funds to support the Health Screening for the Elderly Project. We had hoped the Regional Medical Program of Hawaii would fund the Health Screening Project and extend the services to one other urban area and two other rural areas that were medically underserved. Two months

after being turned down, the Hawaii Senior Services, Inc. was funded for a period of eight months to terminate on June 30, 1975. We are very happy to learn that the Regional Medical Program will continue to fund the program for one more year.

Meanwhile, the State Legislature appropriated funds for the continuation of the Screening and to expand the activity to the neighbor islands. The Legislature recognized the importance of maintaining the well-health of the senior citizens as a high priority issue.

However, at this point in time, the Governor has frozen the release of new programs under the supplementary budget. We are hoping that the Governor sees fit to reconsider this action. 1,006 persons were screened over the past year; this high number in spite of the fact that 325 volunteers had to be recruited and trained and the office set up during the first year of operation. Of those screened, 50% needed to be referred to their physicians and 11% were found to be "new" cases. Maintaining well-health remains a major issue with the elderly.

The majority of the elderly at our Center is unable to read and write at the 8th grade level. Yet we still make our presence known through the volunteer services we provide in the Center and throughout the community. No task is too menial that does not need the attention of senior citizens. For example, each month the Center logs over 2,000 hours of volunteer services in activities ranging from friendly visiting in hospitals to working in libraries. There are some participants who feel strongly that senior citizens are retired and therefore should not volunteer for any service. Fortunately, this view is still in the minority and is not widely accepted. Otherwise, the entire program of the Center will suffer.

We also have unusual members who have served effectively on other Boards and Committees throughout the community. We are especially proud of the participation of members on the Sand Island Committee, the Lanakila Community Council and the Kalihi-Palama Community Council. Some of the solutions to concerns are projected into the future so that it will be the newer retiree that will reap the benefits of the planning done now.

Within the Center, we have noted an increased interest in classes offered by the Honolulu Community College. It was very difficult to generate interest in these classes the first year. The past year was

easier to register students and this barrier could be further reduced to increase access to college classes. The acceptance of Tai Chi as an effective exercise for the elderly is worth noting. Classes are continually full and new students are joining weekly. The Board should continually promote new interest groups.

In terms of Center policy, the bazaar to raise money Centerwise was dropped. In its place, the "Show and Sell" activity scheduled 7 times a year by the major social clubs, is enough. The event is large enough to generate a modest surplus yet not so strenuous that it taxes our stamina and interest.

In a way the Center is building on the foundation set by concerned people before us. They had the vision to perceive that the need to be human extends beyond the retirement years. And we who enjoy the Center can now dream for those who will inevitably follow us. We live today so we can have others enjoy tomorrow.

HENRY B.C. HO
Chairman
Participant Advisory Board

STATUS OF PROJECT

I. INTRODUCTION:

The sixth fiscal year which ended on June 30, 1975, marked the first year that the Center was wholly supported by State General Funds. (\$87,500) During the first five years, the Center was supported by a combination of State and Federal funds under Title III of the Older Americans Act of 1965.

The Center continues to have a favorable impact on the lives of the participants and has enhanced the image of old age within the community. As a result of the Center's program, young people, as well as old people, are viewing retirement as a time of opportunity and enrichment. The Senior Center concept demolishes the stereotype that old age is synonymous with declining intellectual capacity and uselessness.

II. HISTORY AND PURPOSE:

The historical development of the Center is covered in the Fifth Annual Report. It covers the period from its start in 1969 to the beginning of the sixth year. Copies of this report is available from ERIC Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia. 22210.

III. HYPOTHESIS OF THE MULTI-PURPOSE SENIOR CENTER:

The activity theory of aging continues to be the basis for the organization and structure of the Hawaii State Senior Center. The theory presumes a positive relationship between

continued participation in social activity and successful aging. This is in opposition to the "disengagement theory" (Cummings and Henry, 1961) which maintains that successful aging is negatively correlated with continued social participation but is related to gradual withdrawal from active life.

In our last Annual Report, we also supported the notion that among the variety of recreative activities, those activities providing intellectual stimulation (cognitive as compared to motor and affective activities) had the highest relationship with successful aging. We cited the variety of educational and participatory activities within the Center which offered active planning and operational involvement by the participants. Program development will continue to stress the need for structuring cognitive experiences in each activity. The curiosity for learning new activities and renewing old interests will be whetted by keeping options open for starting new classes and activities. Members are encouraged to suggest new program activities on a continuing basis.

IV. CHARACTERISTICS OF CENTER PARTICIPANTS:

The Center draws its participants from a mixed target area. One half of the area is the Kalihi-Palama model city area (urban area) characterized by the social indicators of community impoverishment, i.e., low income, low educational attainment, poor housing, higher unemployment, etc. The other half is the "silk stocking" district which is comparatively affluent. The challenge of the Center is to cater to a mixed group, economically and

ethnically, and at the same time, to respect the vast differences in educational and life experiences.

From the beginning of the project, a conscious effort was made to monitor the ethnic distribution so that a balance would be maintained. Staff and participant leadership could initiate corrective measures to attract under-represented groups to the Center. Thus far, our experience has been an over-representation of Japanese and Chinese groups and an under-representation in the Caucasian, Part-Hawaiian, and Filipino groups. The Hawaiians and "other" ethnic groups match the ethnic distribution within the target area.

The Center attracts the older person in greater proportion than is characteristic of the target area: a greater proportion of persons with no formal schooling and lower educational attainment and lower individual income.

These characteristics have not been a barrier to providing the variety of volunteer services within the Center and throughout the community. An average of 2,000 hours of volunteer services is logged during the month. The impact of these services have been very significant as noted in the Fifth Annual Report.

A. National Patterns in the Utilization of Senior Centers:

National Institute of Senior Centers, (National Council on Aging)

Hawaii participated in an on-site evaluation of a multi-purpose senior center by the National Institute of Senior Centers. The preliminary results indicated that

"The Hawaii State Senior Center is an excellent example of a growing Center, with everyone involved in an activity and programs designed to meet the needs of the older island population."

Hawaii State Senior Center is considered a model for developing standards in multi-purpose senior centers.

Additionally, The National Council on Aging, Inc. commissioned to conduct a major in-depth survey by Louis Harris and Associates, Inc. in 1974. The purpose of the survey was to understand the image which both younger and older Americans have of the elderly and to assess the reality of old age in our society. Included in the survey were the utilization patterns of senior centers throughout the United States.

B. Harris Survey Implications for Senior Centers:

"The Harris Poll findings on attendance at Senior Centers have important implications for future programming and developing community support. In response to the question 'Have you attended a Senior Center or Golden Age Club in the last year?', 18 percent of the 65 and over and 8% of those 55 to 64 responded they had done so.

"Generally, low-income groups rather than the more affluent attended Centers; 18 percent of those with incomes lower than \$7,000 compared to 8 percent of those with incomes over \$15,000 reported attendance. Fourteen percent of the men 65 and over, and 21 percent of the over-65 women indicated that they had attended a Center or Club. Twenty percent of the over 65 reporting attendance were college graduates, 21 percent were high school graduates and 17 percent had not completed high school. This latter attendance varies by age groups; in the 55-64 age group, attendance is more frequent among those having the lower level of education.

Another 22 percent of those who have not attended a Center (19 percent of those 55 and over) said that they would

like to attend. Interest is highest among blacks; an additional 39 percent of blacks would be interested in attending.

Those who would like to attend a Senior Center but have not gave varied reasons: They were too busy (33 percent); didn't know where facilities were located (21 percent); had transportation problems (13 percent) or poor health (12 percent). Among the more affluent, better-educated elderly, 'no time' was the reason given; the less affluent more frequently mentioned facilities available or a transportation barrier to attendance. Very few (less than 2 percent) felt activities would be boring or monotonous; only 8 percent felt 'I'm too young, that's only for old people.' Another 10 percent just never got around to going."

Comparison with Evaluation Study of National Institute of Senior Centers.

"Nonusers' reasons for nonattendance are strikingly similar to those recorded during the NISC study of Centers and Clubs. Of the public 55 and over, 42 percent indicated no interest in Senior Centers or clubs at this time; 36 percent were too busy with other activities; 17 percent felt they were too young for membership in older people's groups; 12 percent had health problems preventing attendance, and 5 percent said transportation was a barrier to attendance.

Though a majority of people 55 and over indicated no need for Senior Centers, 13 percent of those surveyed do attend and an additional 19 percent (or seven million) would like to, a significantly different finding than indicated in 1966, when only four to six percent of the elderly were interested in attending such programs. The demand for Senior Centers is greatest among blacks; nearly 40 percent of the blacks over 55 do not attend a Center but would like to. Since so many of the respondents indicated 'no time' as the reason for nonattendance, further analysis of the data will be made to determine just how these people spend their time.

Generally, the NCOA Harris poll indicates that 1.4 million persons aged 55-64 and another 3.7 million 65 or over have attended a Senior Center or Club. On the basis of the study NISC is completing, nearly two million of those have attended such groups regularly enough to consider themselves members. With the indication that seven million additional persons would like to attend, the need for further emphasis on Senior Center programs presents a challenge for tomorrow."

C. The Psychological Characteristic of the State Senior Center Participant:

The Hawaii State Senior Center has a unique insight into the psychological characteristic of the Center participant because of findings from a Health Opinion Survey conducted during the last summer and fall of 1970. The purposes of the pre/post survey were twofold: a) to detect areas of intra-personal concern as manifest by bodily complaints, psychosomatic problems, neurasthenia, and depressive mood states, and b) to locate areas of concern in the inter-personal and human relationship sphere. It was anticipated that the findings of the survey would not only be descriptive, but would serve a diagnostic and prescriptive value for the Center.

The findings of the Health Opinion Survey indicated that the Center participants were relatively symptom-free for their advance age. They maintain and enjoy social interaction and appear responsive to opportunities to enhance interpersonal contacts. Because of the positive level of function at the pre-test level (1971), there were few changes noted over a one year period (1972). These differences were primarily in the interpersonal domain.

Three years later, we are still impressed with the high level of well-health exhibited by the members. There is a self-selective process which encourages those seeking enrichment and greater involvement to seek the experiences in the Center.

Terminations from the Center is usually on the basis that the participant is too ill, returned to work or moved out of the area. However, opportunities for upward mobility in another program is limited. The Center represents a home-base for most of the participants.

The high morale factor allows the Center to program activities which are "upbeat" and enriching. Emphasis is given to the positive experiences to be gained in classes or activities. Each activity contains intrinsic rewards to motivate the participant to return time and again.

However, in spite of the high morale factor, the irreversible physical processes of aging takes its toll. Those starting with us at age 71 are now 77. Some are physically less able to maneuver although the spirit moves them. Other mechanisms are needed to link these members to the Center in their homes when they cannot physically appear at the Center. Friendly visiting, cable television, and a number of alternatives should be considered.

D. Conclusions on the Value of Senior Centers:

The Center serves 13% of the eligible population in the Kalihi-Palama area. Amazingly, this is the proportion throughout the mainland. Contrary to popular belief, this Center and others on the mainland cater to the low income groups (while not excluding moderate income levels), the less educated and are more frequently used by the minority persons. Many more persons would

use the Center (additional 19%), if certain transportation and geographic barriers could be overcome.

Because of the self-selective process, those needing more supportive services are better served in programs such as the outreach programs, congregate meals and other programs where a high staff ratio and special range of support services such as outreach and transportation are available.

The value of the Senior Centers is in destroying the stereotype that all older people are in dire circumstances and need to be catered to. Instead, there is a substantial segment of the elderly population who are well and able to care for themselves and actually enrich themselves as well as the lives of others.

These achieving older people who are happy and fulfilled in their later years become the models for the generation following them. Old age need not be the time of depression and failure, but a time of opportunity and challenge. The value of the Center is to remind society that old people have an integral place in the total life of the community.

V. SIGNIFICANT MILESTONES DURING THE PAST YEAR:

A. Limitation of Center Membership:

The Center was projected to serve 500 persons and a daily average attendance of 75 persons by the end of the Third Year of operation. However, the three year projection was attained in the first year, and continuous enrollment in succeeding years increased the enrolled membership, ending June 30, 1975, to 2,080, with a

daily average attendance of 250. The Center's physical facility was expanded twice to accommodate the increased number of participants. There is no space left for further floor expansion and parking is at a premium.

Staff services are stretched to capacity and the delay in filling vacancies is a hardship on the staff. Enrollment to be significant, must be followed by services. Therefore, the Participant Advisory Board made the decision to freeze membership at the June 30, 1975 level (2,080). Thereafter, any new enrollee will replace a terminating member, thus maintaining a constant enrollment. Current membership will be reviewed and those not attending the Center for six consecutive months will be contacted to determine if they wish to continue membership. New members will be drawn from a waiting list of prospective members.

B. Staff Morale:

‘ Last year's report cited major staff turnover -- Six of the Eight staff positions were terminated for personal reasons. Much time and effort were expended replacing, orienting and training new staff.

The past year has been a joy for management. Staff is able to work effectively together. There is thoughtfulness and consideration of each other.

More importantly, the staff is better able to reach out to participants needing personal attention. All staff participate in friendly visiting and the concern for the members is

genuine and productive.

Students observing staff interaction have challenged us to examine our own feelings in the issues of death and dying. As a result, staff has agreed to participate in completing the survey instrument adapted by the students to explore individual's feelings. The survey instrument is reported in appendix "E" by Dr. Gerald Meredith.

C. Group Activities:

Mrs. Mechelle Greening, a young mainland Caucasian, amply filled the position of Group Activities Coordinator. She had prior experience in both senior center programs and social work in an Extended Care Facility. The diverse ethnic composition in the Center requires a personality that is fair and can satisfy the many demands on her time. In the short period, she has been able to win the confidence of the seniors and her associates.

The Center's motto, "We Play, We Learn, We Serve," evolved as a result of leadership workshops conducted by the staff and attended by elected Board and Club Officers. The variety and volume of Center and Community volunteer work reported in the statistics is a reflection of the seriousness with which members abide by this motto. There is no basis from which we can measure the effectiveness of these services except by comparing it with other Centers of similar size and personnel. These figures are not available to us.

Elsewhere in the report, Mrs. Greening will report her perceptions of the Center's activities and her role in it.

D. Individualized Services:

Mrs. Elaine Yasumori brings with her a rich background in both public health nursing and teaching. As a result of this combination, she has involved nursing students in monitoring blood pressure, conducting classes with seniors and initiating VIM classes. (Vigor in Maturity, a health series packaged by the American Association of Retired Persons.)

This component is charged with the responsibility of interviewing and advising new members and to monitor their progress in the Center. We are now finding some serendipitous spill-over effects as a result of Center participation. Since actual time in the Center is necessarily limited, many of the members are planning and conducting activities outside the Center. Additional excursions, garden parties, and visiting in the homes, are reported as a result of making new friends and renewing old friendships. This increases the network of supportive relationships and reduces isolation. So, the Center is seen as a place to meet people, but many more activities are conducted outside the Center. It is as if the Center permitted or encouraged the additional interaction.

In a way, the limitation of the size of the Center is a blessing because, instead of a five-day a week activity in the Center, there is one-day a week in the Center and other days as

desired outside the Center.

E. Community Development:

1.) Visitors: An unexpected outcome, attributed to the quality of Center program, is the volume of visitors to the Center -- over 6,390 visitors a year, or an average of 533 per month. Many of these persons state that they have heard about the Center from their friends and ask permission to observe the activities and take back ideas on program activities.

a.) Japan and Okinawa: We have had requests from the Japanese Government for a continuing series of visitation from various communities. During the year, Fukuoka delegation honored Governor George Ariyoshi upon his election as Governor of the State of Hawaii. The ostensible reason is to learn how the State treats its elderly citizens.

b.) Mainland: Visiting mainland Center officials make it a point to visit the Center. Hawaii is a tourist destination and while the Seniors prefer sightseeing, the Center is a place to compare programs offered in their community.

F. Community Agencies:

1.) Hawaii Senior Services, Inc.

Considerable staff time has been provided to the Hawaii Senior Services, Inc. in order to spin-off the Health Screen-

ing Program. The activity was funded by the Regional Medical Program of Hawaii to expand the screening to two urban areas (including Hawaii State Senior Center) and two rural areas. The Project allowed eight months including start-up for recruiting and training personnel.

In response to an inquiry from the Commission on Aging, the State Ethics Commission found the Executive Director of the Hawaii State Senior Center in conflict of interest as the Executive Director of the Hawaii Senior Services, Inc. Therefore, the position of the Executive Director of the Hawaii Senior Services, Inc. was resigned effective July 1, 1975.

The major accomplishment for the Board was the funding of the Health Screening Project under the Regional Medical Program and its refunding for the second year starting July 1, 1975 to June 30, 1976. The Board was also effective in interpreting the program to the State Legislature. The Legislature appropriated sufficient funds to expand the program throughout the State. The disposition of these funds are still uncertain.

On June 25, 1975, the U.S. Department of Internal Revenue awarded the Hawaii Senior Services, Inc. a 509(c)(2) which makes it exempt from Federal income tax under 501(c)(3) of the Internal Revenue Code, (the organization is not a private foundation, but a charitable organization). Charitable donations to the organizations may be considered tax deductible. The organization now has the capacity to apply for grants

from Trusts and Foundations.

G. Kalihi-Palama Community Council:

The Council has taken a strong interest in the elderly because of the percentage of older persons residing in the Kalihi-Palama target area. A Committee on Aging has been meeting for over three years and a Coalition proposal was developed to provide a coordinating mechanism in the area. Additionally, the Coalition has identified unmet service needs and prepared a proposal for "Comprehensive Elderly Services in Kalihi-Palama." The program was funded by the State Legislature and awaits the Governor's action.

VI. PROBLEMS ENCOUNTERED DURING THE YEAR:

A. Limitation of Membership:

The total enrollment of 2,080 is a significant milestone because it tested the capacity of staff to stretch its effectiveness through the use of aide, volunteers and students. However, the interpretation of total enrollment requires further explanation.

Prospective members will be encouraged to simply sign the register and to feel free to attend Center activities. Center members are given priority in classes of limited size.

Those desiring membership with its additional privileges of voting and holding office will be placed on a waiting list and will be enrolled when terminations or vacancies occur.

The problem will be irate prospective members who demand immediate membership because the Center is supported by public

funds. We hope that additional Centers will relieve the pressure on Lanakila to cater to the unserved population.

B. Personnel Shortage:

The basis for projecting personnel was on the initial contract of serving 500 persons and an average daily attendance of 75 persons. Building space was designed around this assumption. The actual usage was beyond the boldest expectations so that additional space was completed in 1973 and 1975.

The staff count of 6 (4 full-time and 4 half-time) was based on this assumption. After the Center was underway, we discovered an unexpected source of requests for services. The Center serviced more non-members than members; issuing bus passes, providing free health screening, giving information about services in the community and providing a job referral center for the community.

Personnel was stretched to the utmost capacity and last year we reported the turnover of six of the eight positions in the Center. This year, we were able to spin-off the responsibility for health screening. The Center staff continues to advise members and the community about the range of health services for the elderly. However, the actual conduct and operations of the health screening (outreach, registration, training, coordination and follow-up) is conducted by the Hawaii Senior Services, Inc., a direct service organization. The Center remains as the host and facilitator for health services.

This decrease in responsibility was outweighed with new

responsibilities; providing on-site work experience for students aspiring to work with senior citizens. The thrust in the exposure to Center members is to sensitize students to the fact that many oldsters are active, alive and alert and contribute much to each other and the community.

C. Declining Health of the Participants and Unmet Needs:

Health conditions are a barrier for those who are unable to attend functions at the Center and still wish to retain membership. The Center has a moral obligation to establish a continuing link with the Center and its members and programs. We are open to suggestions as to how this may be accomplished. At this point, we see the need for additional supportive services in the home, such as reassurance phone calls, friendly visiting, and transportation to special health screening or medical services. Those living in their own homes may need assistance for minor repairs or chore services on a temporary basis, if incapacitated. Comprehensive elderly services in the community should be available so that appropriate referrals can be made.

D. Need for Legal Services:

The assignment of a volunteer attorney to the Center by the Hawaii Senior Services, Inc. has opened our eyes to the many legal problems that older people face. Screening is done to refer those eligible for legal services or to encourage those with adequate funds to consult their own attorney or the Legal Aid Society. In spite of this, there are numerous routine questions that can be

answered by an attorney easily accessible and available during the Center hours. We will continue to document the need for this service and will request assistance from planning agencies in exploring this matter still further.

VII. PROPOSED DIRECTIONS FOR THE NEXT YEAR:

A. Administrative Barriers:

Prior Legislative proposals to create a single Multi-purpose Senior Center Authority to operate senior centers on a Statewide basis has failed to win concurrence. Instead, the State Commission has delegated the respective Area Agencies on Aging the responsibility to program for the comprehensive range of services on each of the Counties.

Senate Resolution No. 8, introduced by Senator Toyofuku, requests the Hawaii State Senior Center, with the assistance of the Commission on Aging, to reassess its role and "place more efforts to research, training, and program development -- i.e., to become a mission-oriented center with a multi-disciplinary approach in order to serve as an informational and advisory source."

The complex "chain of command" under the present funding arrangement (see revised table of organizations) is a barrier to innovation and demonstration. It would be administratively easier to operate the Center from State funds administered by the University.

The justification is the unique training facilities it offers

students (University, Community College or Mature Adults) and that it is only one of its kind throughout the State. The late Governor Burns, in funding the Hawaii State Senior Center, indicated that there will be only one State-operated Senior Center.

Program budgeting and evaluation will be based on current systems employed by the University.

B. Projected Activities in Research and Training:

The University Research Office awarded a "mini-grant" to the Executive Director to survey National activity in the area of Health Screening for the Elderly. The project will describe the state of the arts in the area of this vital service. The National Institute of Senior Centers will provide technical assistance in reacting to the research proposal and instrument.

C. Planning and Coordination of Training Programs:

The Center has agreed to provide planning and coordination for the following training activities in the coming year:

- 1.) "Futuristics in Human Services" on September 20, 1975 for the Kalihi-Palama Community Council. This is the second Annual Community Forum Series for community leaders.
- 2.) "Understanding the Program: Mature Adults in Recreation" for the City and County Department of Parks and Recreation on October 2, 1975 for recreational leaders.
- 3.) "Eighth Leadership Workshop" on January 7, 1976 for the Participant Advisory Board and Club Council of the Hawaii State Senior Center. This is a continuing series to update the leadership

capacity of Center Leaders.

- 4.) "In-Service Training for Professionals in Gerontology" for the Southeastern Region, National Institute of Senior Centers, during June 7 to June 14, 1976. The training will be conducted in conjunction with the Governor's Bicentennial Conference on Aging.

These additional assignments will be conducted within the staffing capacity of the Center.

D. Support of an Elderly Option in the Department of Human Services.

The Center supports the need for an elderly option within the Department of Human Services. We hope the initial introduction courses in elderly services will begin to identify instructional gaps in the service delivery system.

VIII. CITATIONS AND COMMENDATIONS FOR 1975:

A. National Council on Community Services for Community and Junior Colleges:

Honolulu Community College cited as a model for its operation of a multi-purpose senior center (Hawaii State Senior Center) which provides a full range of educational, vocational and recreational services to older persons. The Community Services Catalyst, Fall, 1974. "Community-Based Education: Shaping the Future of Community Service," by Gundar A. Myran.

B. National Institute of Senior Centers, (National Council on Aging):

Hawaii State Senior Center cited as an outstanding example of a growing Center. Letter to Executive Director, April 15, 1975.

CHARLES W. AMOR

Executive Director

INDIVIDUALIZED SERVICES COMPONENT
by Elaine Yasumori

The Hawaii State Senior Center is an excellent setting for practicum experience for students in the human services field. Here students can learn about the characteristics, services provided and about the hopes and aspirations of the older persons.

Because of the volume of membership and the diversity of the peoples and program, there is much opportunity for involvement with a multitude of elderlies in the areas of health, welfare, information and referral services and other supportive services and in enabling participants to engage in meaningful activities.

The presence of students is mutually beneficial. Students, while supporting staff services and providing needed manpower, increase their understanding of and relationship with the elderly. Students are given the flexibility to innovate programs for different segments of the Center population and develop skills in relating to the elderly. Opportunities for independent research studies is inherent in the Center.

The input that students provide, enables and enhances program development and evaluation. Responsive to the needs of the elderly, students can then begin to provide the leadership for improving the quality of life for older people.

GROUP ACTIVITIES AT HAWAII STATE SENIOR CENTER
by Mechelle Greening

As pointed out in many journals, individuals relate better initially on a one to one basis. Hence, the early beginnings of a Group Activities Program for a senior center involves such activities as cards, checkers, dominoes, shuffleboard, billiards, etc. Today's program for older persons has become more sophisticated by involving the participant in groups, leadership roles and community development.

At the Hawaii State Senior Center, the different social clubs have become separate entities in themselves. The clubs started out as small groups with common interests and have developed into large independent clubs electing their own officers, planning their own programs, and being responsible for the welfare of their members.

Participants are now assuming more leadership roles through their social clubs, and as volunteer instructors for educational and recreational classes. Club Council comprised of social club officers is now taking a more active role in the decision making of the Center's policies and activities. This past year, each of the participating officers has been given the opportunity to act as Club Council Chairman. This additional leadership training serves to strengthen both the individual and the Center's program.

Club officers, volunteer instructors and all other volunteers are a key factor to the success of the Center. With the large size of the Center's membership and a small staff, the Center needs volunteers' support to effectively carry on the everyday activities. As an incentive to con-

tinue offering their services, volunteers need some type of acknowledgment. Because of the importance of adequate recognition, the previous Recognition Program has been expanded to separately acknowledge each special group of volunteers.

In years past, the older person was not considered of great importance to the community. However, today's senior citizen is proving that he is a vital resource to community development. This past year, a number of the Center's participants provided a new insight to a local high school's U.S. History, Government and Consumer Education classes. By sharing their life experiences, the participants were able to give the students a better understanding of Old Hawaii. One student said, "The Junior-Citizen -- Senior Citizen dialogue is a good experience for us (junior citizens). The senior citizens can share with us what hardships they've been through."

"I think this program can bridge the gap between the old and the young."

"They talked a lot about history -- you read about things like this in the paper but I think it's better to hear it from someone who has been there and shared the experiences."

The Hawaii State Senior Center provides an opportunity for multi-generational interaction. Selected high school and college students are encouraged to fulfill their field study requirements by taking an active part in the Center. This past year, one of these students taught a Consumer Protection Class. As a result of her on-the-job experiences, she writes:

"This past semester at the Hawaii State Senior Center has truly been both an honor and an experience that shall never be forgotten. The tremendous amount of help, encouragement, and friendliness was the main reason for this semester's field experience success. I have grown in so many ways and feel that this field experience has offered me an environment of enrichment and personal growth."

The Senior Center's activity program should continue to be dynamic and ever changing in order to satisfy the participants' needs, whether it be small group activities or interests that demand high level programs.

PROGRAM OUTPUT

Fiscal Year Ending June 30, 1975

		<u>Monthly Range</u>	
		<u>Lowest</u>	<u>Highest</u>
1. Unduplicated Number of Older Persons Served Directly:			
a. Enrolled Members -----	2,080		
b. Estimated Non-Members -----	1,906		
(Visitors, Individualized Services & Screening)			
2. Unduplicated Number of Low-Income Persons Served -----	73.5%		
3. Unduplicated Number of Older Volunteers Serving Project -----		220	402
4. Unduplicated Number of Persons Reached By Mass Media -----	6,000		

SERVICE ACTIVITIES

		<u>Number of Persons Served</u>	
1. Facilitation of Health Services-----	675		
2. Information, Referral and Counseling -----	4,227		
3. Adult Education -----		397	1,223
4. Recreation and other Free-Time Activities -----		5,671	7,774

STATISTICS TO ASSESS ATTAINMENT OF PROJECT OBJECTIVES

Objective #1: To establish the concept of a central meeting place for older people to meet their multiple concerns.

			<u>Projected</u>	<u>Actual</u>
Project Year	I	Membership Objective	500	698
Project Year	II	To Increase by 20%	600	927
Project Year	III	To Increase by 20%	720	1,575
Project Year	IV	To Increase by 20%	864	1,776
Project Year	V	To Increase by 20%	1,037	1,984
Project Year	VI	To Increase by 20%	1,244	2,080

A. MEMBERSHIP:

		<u>Total</u>
1) Regular	-----1,531	
2) Associate	-----273	
3) Guests	-----194	
4) Service	-----82	
		<u>2,080</u>

B. ATTENDANCE:

1) Regular Members:	Males----16,796	
	Females---- <u>25,903</u>	42,699
2) All Others:	Associates, Guests, Service, Visitors	<u>21,840</u> <u>64,539</u>
3) Unduplicated Count: (Regular Members)		
a. Males	-----3,292	
b. Females	-----6,520	
4) Average Daily Attendance:		
a. Regular Members Only---	150	
b. All Others	-----68	
5) Individual Use of Facilities	8,163	

Objective Number 2: To increase the opportunities for older persons to realize his potentialities and capabilities from within the Center.

GROUP ACTIVITIES

		<u>Total</u>
A.	<u>Regularly Scheduled Groups:</u>	<u>678</u>
1.	Educational	168
2.	Recreational	396
3.	Administrative	30
4.	Other Groups	84
B.	<u>Special Events:</u>	95
1.	Educational	7
2.	Recreational	47
3.	Other Groups	23
4.	Administrative	18
5.	Informal Table Games	8,163
C.	<u>TOTALS:</u>	
1.	Activities	772
2.	Sessions	2,610
3.	Attendance	73,732
D.	<u>Report of Participant Characteristics:</u>	
	(See attached cumulative report for period ending June 30, 1975.)	
E.	<u>Volunteer Services (by hours):</u>	
1.	For Center	14,491
2.	For Other Agencies	10,231

Objective Number 3: To provide opportunity for agencies to deliver integrated and coordinated services from within this Center.

<u>Variety of Scheduled Activities</u>	<u>Class Size</u>	<u>Actual Count</u>	<u>Average Size</u>	<u>Total Hours</u>
<u>Group Activities by Agencies</u>				
<u>Department of Education, Adult Division</u>				
Monday Sewing, P. M.	26	570	18	77.5
Tuesday Sewing, A. M.	24	648	19	85.0
Tuesday Sewing, P. M.	22	509	18	72.5
Wednesday Sewing, P. M.	19	420	14	87.5
Thursday Sewing	14	319	12	85.0
Friday Sewing	12	298	11	62.5
Basic English, Monday (Japanese)	28	714	22	64.0
Basic English, Wednesday (Japanese)	14	312	10	62.0
Basic English, Thursday (Japanese)	29	1,030	28	73.0
English Conversation	31	724	22	66.0
Japanese Conversation	15	339	13	74.0
Citizenship & ABE	18	520	15	105.0
Cooking (Cosmopolitan)	23	485	20	62.5
Flower Arrangement	15	467	13	74.0
Olapa	30	522	23	23.0
Ceramics, Wednesday	13	350	11	62.0
Ceramics, Friday	18	446	14	64.0
Tai Chi	44	1,111	26	88.0
Filipino Culture	48	1,359	32	86.0
Chinese Dance	22	495	16	32.0
Subtotal		11,638		1,405.5

Department of Social Services
Vocational Rehabilitation
 (Handicapped Group)

Variety Program	11	183	8	33.0
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Department of Health

Activity Sessions for Patients of Boarding Homes Operators

	26	387	20	38.0
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Hawaii State Senior Center Staff

Filipino Dance Class	18	168	12	12.0
Leadership Training	92	92	92	10.0
First Monday Program	135	535	77	17.5
Third Monday Program	70	70	70	2.0
Workshops	75	120	60	8.0
Show and Sell	200	820	137	24.0
Blood Pressure Reading Class	40	60	30	3.0
Vigor In Maturity	45	225	25	10.0
Subtotal		2,090		86.5

Honolulu Community College Classes

Self Development	15	201	11	27.0
Religions of the World	9	104	7	30.0
Food & Nutrition for Senior Adults	11	135	9	21.0
Hawaiian Humanism	25	445	23	34.5
Subtotal		885		112.5

HSSC Instructional Volunteers

Ballroom Dance, Wednesday	36	1,353	34	80.0
Ballroom & Folk Dance, Friday	48	2,004	42	96.0
Birthday Parties	300	2,500	250	25.0
Chinese Social Club	210	9,912	198	125.0
Okinawa Social Club	225	10,367	207	200.0
Japanese Social Club	90	3,591	82	132.0
Hawaiian Social Club	25	770	18	44.0
Filipino Cultural Club	40	1,457	31	141.0
Cosmopolitan Club	15	518	12	45.0
Lanakila Social Club	70	1,368	57	60.0
Beginners Hawn. Seeds Craft	12	123	10	26.0
Advance Hawn. Seeds Craft	15	535	13	86.0
Lima Hana	18	489	11	66.0
Hula Class	25	706	17	105.0
Advance Ukulele	11	379	9	64.5
Beginners Ukulele	11	391	9	63.0
Japanese Dance	15	504	12	123.0
Okinawa Dance	65	2,963	59	150.0
Painting	7	258	6	82.0
Arts and Crafts, Tuesday	23	635	15	100.0
Arts and Crafts, Friday	15	510	11	87.0
Tai Chi, Tuesday	25	1,071	20	106.0
Rainbow Camera Club	50	991	45	60.0
Rock and Mineral	6	125	5	25.0
Samisen	4	85	3	39.0
Bible Study in Japanese	29	1,016	23	105.0
Outreach Program	23	443	19	34.5
Swimming	12	214	8	24.0
BagWeaving	16	442	10	44.0
Consumer Protection	10	123	8	22.5
Calligraphy	8	132	5	26.0
Jewelry Making	4	97	3	35.0
Moon Harp	10	272	6	44.0
English, Chinese	10	282	8	69.0
Mandarin	24	740	17	44.0
Home Gardening	15	239	10	23.0
Physical Fitness	105	2,765	89	44.5
Breathing Exercise	53	1,268	45	14.0
Subtotal		51,638		2,660.0

Culture and the Arts Program

Rondalla	7	332	5	118.0
Filipino Culture	45	1,831	39	92.0
Subtotal		2,163		210.0
Participant Advisory Board	22	121	12	10.0
Club Council	24	227	19	12.0
Health Screening	145	590	118	20.0
Subtotal		938		42.0

Excursions

Standard Oil Company	48	48	48	4.0
Picnics	150	247	125	10.0
Waimanalo Farm	48	96	48	8.0
Organic Garden, Pearl City	48	48	48	3.0
To Haiku Gardens	144	144	144	4.0

To Waimea Falls	144	144	144	4.0
To Kuilima Hotel	144	144	144	4.0
Subtotal		871		37.0

Special Events

Thanksgiving Luncheon	560	560	560	4.0
Christmas Party	700	700	700	6.0
Filipino Festival	150	150	150	3.5
Waimea High School Students	18	18	18	1.5
Cooking Demonstration	50	50	50	3.0
Wayne Golden Hour Club of Michigan	38	38	38	1.5
Ice Cream & Bingo Party	375	375	375	5.0
Pomaikai Senior Citizens	44	44	44	2.0
Kona Senior Citizens	44	44	44	2.0
Advocate for Elderly	30	30	30	1.5
Kalihi-Palama Community Council	75	75	75	1.5
Chinese Women's Club	165	165	165	2.5
Kokua Council	160	160	160	2.0
Chinese Social Club, Wo Fat Chop Suey	225	225	225	2.0
No Fault Insurance Meeting	75	75	75	2.0
Christmas Decorations & Committee	30	72	30	2.0
Rock & Mineral Society	85	85	85	1.5
Arm Chair Travel	35	35	35	1.5
Okinawa New Year Party	355	355	355	3.0
Food Demonstration C & H	19	19	19	1.5
Group Relationship Discussion on Feeling, etc.	16	16	16	1.5
Center-wide Clean-up	60	60	60	3.0
		3,351		54.0

GRAND TOTAL HOURS 4,678.5

International Entertainers Group Visits to Institutions

Detention Home	Maluhia Hospital
Lavada Nursing Home	Family Services Center
Kida Nursing Home	Koko Marina Shopping Center
Beverly Manor	Palolo Home
Moiliili Senior Center at Central Union Church	Harris United Church, Honolulu Area
Island Nursing Home	Agency for Aging Conference
Salvation Army Senior Center	Central Union Senior Citizens
Aala Park Third Am. Pavilion	
Reserve Officers Assn. Ladies (ROAL)	
Shriners Hospital	
Kuakini Day Care Center	
Ka Makua Mau Loa Church	
Lady of the Mount Church	
Laniolu Retirement Home	
Palama Settlement Mental Health	
Susannah Wesley Community Center	
Kalakaua Mini-Site	
Kuhio Park Terrace	
Hale Nani Hospital	
Makua Alii	
Honolulu Community College Open House	
Kalanihua Retirement Home	
Convalescent Center of Honolulu	
U.H. (Pres. Matsuda's Inauguration)	

Objective Number 4: Individualize services to older persons.

<u>Services to Individuals</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
A. <u>Registration Interviews:</u> (Regular New Members)					
1. Males	99	139	71	82	73
2. Females	207	201	125	144	100
B. <u>Informational Interviews</u>	316	615	1,089	2,097	4,220
C. <u>Counseling Interviews</u>	134	137	98	108	181
D. <u>Outreach</u>	161	58	40	78	12
*E. <u>Health Screening</u>	1,018	886	905	514	653
TOTALS	1,935	2,036	2,328	3,023	5,239

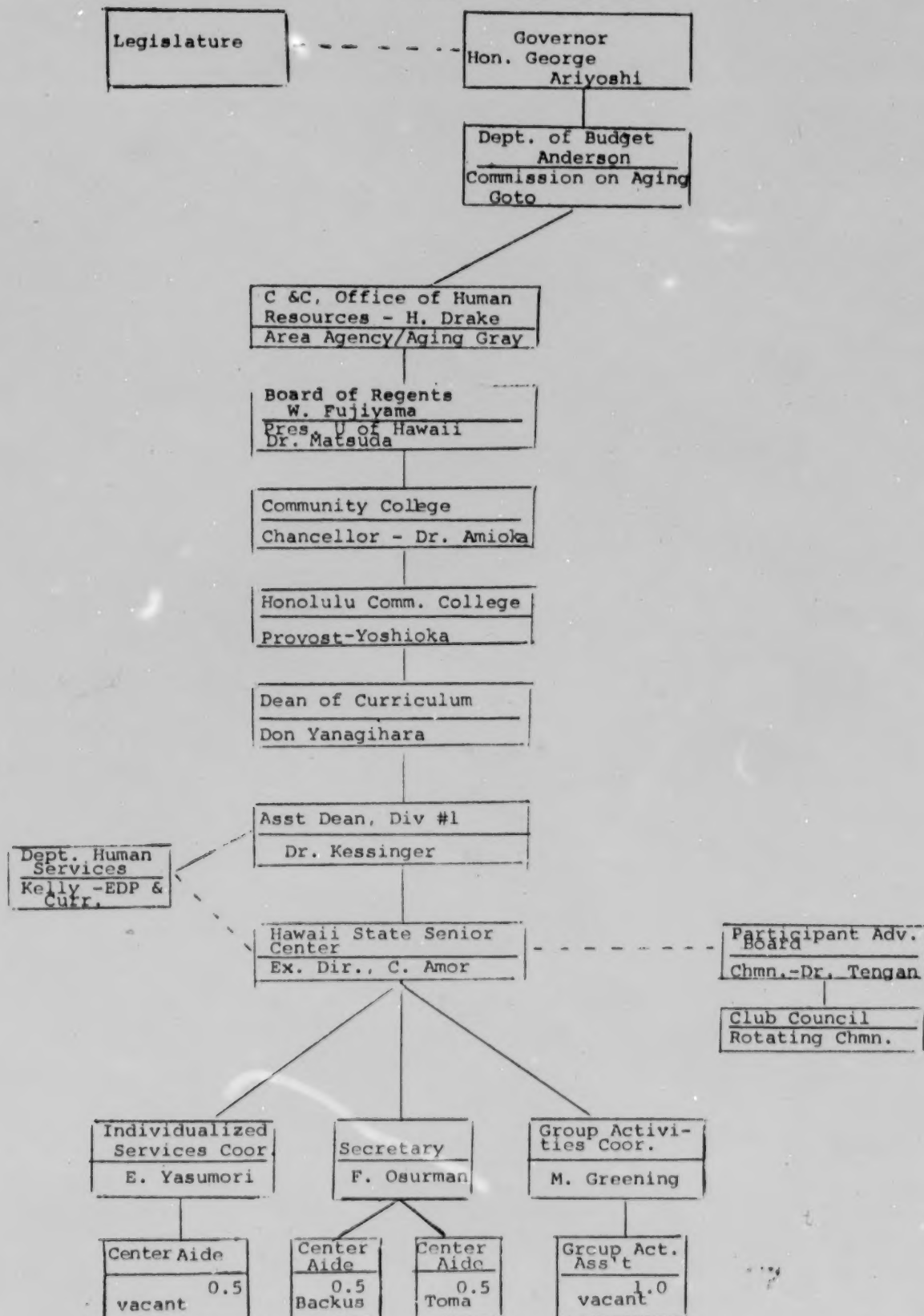
*Funded by Regional Medical Program of Hawaii 1974-1975.

NOTIFICATION OF PROJECT AWARD

(FOR STATE AGENCY ONLY) Hawaii State Senior Center Authorized under State Law Act 218, 1973		1. STATE PROJECT NUMBER: <u>X</u> <u>GOSC2056-2</u> 2. BUDGET YEAR: ☐ FIRST ☐ SECOND ☒ 6th BEGINNING <u>7/1/74</u> , ENDING <u>6/30/75</u>	
3. TYPE OF AWARD ACTION: ☐ NEW ☒ CONTINUATION ☐ SUPPLEMENT ☐ REVISION		4. APPROVED PROJECT PERIOD: BEGINNING <u>7/1/69</u> , ENDING <u>6/30/75</u> 5. FISCAL YEAR FROM WHICH FUNDS ARE AWARDED: FY 19 <u>74-75</u>	
6. NAME AND ADDRESS OF RECIPIENT ORGANIZATION: UNIVERSITY OF HAWAII HONOLULU COMMUNITY COLLEGE 874 Dillingham Boulevard		7. NAME AND ADDRESS OF PROGRAM DIRECTOR: Charles W. Amor Executive Director 1640 Lanakila Ave. Honolulu, HI 96817	
B. APPROVED COST		9. COMPUTATION OF AWARD	
COST CATEGORIES	AMOUNT	A. TOTAL APPROVED BUDGET \$ <u>85,733</u> B. LESS ANTICIPATED PROJECT INCOME <u>None</u> C. ESTIMATED NET COST <u>85,733</u> D. LESS NON-FEDERAL RESOURCES <u>85,733</u> E. FEDERAL SHARE OF NET COST. . <u>None</u> F. LESS CARRY-OVER <u>None</u> G. AMOUNT OF THIS AWARD <u>85,733</u>	
A. PERSONNEL \$ <u>64,236</u> B. EQUIPMENT <u>2,293</u> C. CONSUMABLE SUPPLIES <u>4,631</u> D. TRAVEL (STAFF) <u>873</u> E. CONSULTANTS <u>500</u> F. OTHER COSTS <u>13,200</u> G. TOTAL DIRECT COSTS . . . <u>85,733</u> H. INDIRECT COSTS: _____ % OF \$ _____ BASE I. TOTAL APPROVED BUDGET <u>85,733</u>			
10. REMARKS: A. ☐ Not more than _____ % of this award may be expended for supporting social services. B. ☐ Unless revised, the amount on Line E above, COMPUTATION OF AWARD, will constitute a ceiling for Federal participation in the approved cost. C. ☐ The Federal share of a project cost is earned only when the cost is accrued and the non-Federal share of the cost has been contributed. Receipt of Federal funds (either through advance or reimbursement) does not constitute earning of these funds. D. ☐ If the actual net cost is less than the amount on Line C above, COMPUTATION OF AWARD, the non-Federal share will meet _____ % and the Federal share will meet _____ % of the cost for the net cost for the project year of this award. E. ☐ In accepting the grant herein awarded for support of the expanded portion of an existing program, the recipient agrees to maintain expenditures for the existing program in the amount of \$ _____ during the approved project period. F. ☒ Other (use reverse side).			
11. PAYEE: UNIVERSITY OF HAWAII Honolulu Community College		12. ACCOUNTING INFORMATION: Payee Appropriation Symbol G-75-150-F	
<u>SHIMEJI KANAZAWA, CHAIRMAN, COA</u> <u>RENJI GOTO, DIRECTOR, COA</u>		<u>Shimeji Kanazawa</u> <u>Renji Goto</u>	
NAME AND TITLE OF AUTHORIZING OFFICIAL		SIGNATURE DATE	

HAWAII STATE SENIOR CENTER

TABLE OF ORGANIZATION



MONTHLY REPORT OF PARTICIPATING MEMBERSHIP CHARACTERISTICS

Date Report Period Ended Fiscal Year 1974-75
Ending 6/30/75

1.	Total 183	Enrolled Participants	Terminations
	Male: 75		
	Female: 108		

	GROSS TOTAL	Regular	1531
		Associates	273
		Guests	194
		Service	82
			<u>2080</u>

2.	<u>National Minority Category</u>	<u>Number</u>	<u>% of Total</u>
	A. American Indian	_____	_____
	B. Spanish Surname	_____	_____
	C. Negro	_____	_____
	D. All others (Orientals, Hawaiians, etc.)	<u>183</u>	<u>100%</u>

3. Ethnic Distribution in Project Target Area

<u>Ethnic Group in Target Area</u>	<u>% in Area</u>	<u>Actual Number Enrolled</u>	<u>% of Total Enrolled</u>
Japanese	39%	<u>89</u>	<u>49.0</u>
Part Hawaiian	16%	<u>19</u>	<u>10.0</u>
Caucasian	15%	<u>14</u>	<u>08.0</u>
Filipino	14%	<u>16</u>	<u>09.0</u>
Chinese	11%	<u>38</u>	<u>21.0</u>
Other	3%	<u>4</u>	<u>02.0</u>
Hawaiian	2%	<u>3</u>	<u>01.0</u>
		<u>183</u>	<u>100.0</u>

* Characteristics of Guests and Associate Membership are not included in this report.

4. Age	% of 55+ in Area	Actual	% of Total
under 55		1	0.5
55 - 59	36%	25	14.0
60 - 64	28%	44	24.0
65 - 69	15%	46	25.0
70 - 74	11%	36	20.0
75 - 79	6%	15	8.5
80 - 84	3%	11	6.0
85 +	1%	5	3.0

183 100.0

5. Education	Area Distribution	Actual	% of Total
No School	4%	9	5.0
1 - 4 years	7%	35	19.0
5 - 8 years	19%	69	38.0
9 - 12 years	57%	46	25.0
1 - 2 years college	6%	12	7.0
3 - 4 years college	5%	8	4.0
5 years and over	2%	4	2.0

6. Individual Income	Area Distribution	Actual	% of Total
Under \$3,000	11%	61	34.0
\$3,000 to 4,999	14%	39	21.0
5,000 to 6,999	22%	26	14.0
7,000 to 9,999	24%	24	13.0
10,000 to 14,999	20%	19	10.0
15,000 and up	9%	14	8.0

183 100.0

7. Single Family Participants

	Target Area		Target Area	
	<u>Male</u>	<u>Actual</u>	<u>Female</u>	<u>Actual</u>
Widowed	8%	<u>10-58.0</u>	25%	<u>46-87.0</u>
Divorced and Separated	10%	<u>5-30.0</u>	15%	<u>7-13.0</u>
Single (never married)	82%	<u>2-12.0</u>	60%	<u>0-0.0</u>
		17-100.0		53-100.0

8. Marital Status by Sex
(over 17 years)

	<u>Male</u>	<u>Actual</u>	<u>Female</u>	<u>Actual</u>
Married	67%	<u>54-73.0</u>	65%	<u>57-52.0</u>
Unmarried	33%	<u>20-27.0</u>	35%	<u>52-48.0</u>
		74-100.0		109-100.0

TOWARD A COMPETENCY-BASED TAXONOMY OF OBJECTIVES FOR THE
HAWAII STATE SENIOR CENTERNature of Taxonomies

Scientists have already created taxonomies for the biological and physical sciences, classifying phenomena according to their properties and relationships. Educators hoped, similarly, to find a way to order and classify objectives that would rest on educational, logical and psychological principles. While lacking extensive validation of their counterparts in the exact sciences, these taxonomies have added significantly in the classification and description of educational outcomes.

Anderson et al (1975) cites several advantages for the use of taxonomies: (a) The analysis and sorting of objectives facilitate the preparation of clear statements of goals for programs, (b) The conceptual frameworks highlight the interrelationships of objectives and discourages atomistic approaches to planning, (c) The detailed coverage of the objectives stimulates the development of improved and more comprehensive curricula, and (d) Accuracy of communication is furthered, since professionals and practioners from many different settings are provided with a shared and carefully defined vocabulary.

Systems Approach to Center-wide Planning

A system is defined as an assemblage of elements united by some form of regular interaction or interdependence and organized for the attainment of a specific purpose. The key criterion by

which the effectiveness or adequacy of the performance of a system can be evaluated is how closely the output of the system satisfies the purpose for which it exists. Long-term goals for person-oriented systems include production, satisfaction and growth. At the Hawaii State Senior Center, objectives (i.e., more immediate goals) have been formulated in three areas: Individual Services, Group Activities and Community Development.

Objectives of a Multi-Purpose Center

A taxonomy is an orderly classification of elements according to presumed natural relationships. Since 1969, the administration and staff of the Hawaii State Senior Center have been engaged in the enterprise of articulating and refining the objectives of the program. Based on the assumption that the HSSC program has many "inputs" and serves many audiences, objectives were formulated in three domains: (a) Individualized Services, (b) Group Activities and (c) Community Development.

The scheme for describing behavioral objectives is intentionally broad. The organizing principle for each domain is "complexity," and each category is assumed to involve behavior more complex and abstract than the previous category.

Table 1 presents the extended version of objectives in the Individualized Services Domain. Five levels of development are specified:

1. Independent Living
2. Improved Interpersonal Relations
3. Leadership
4. Altruism

5. Self-Actualization

Table 2 presents the taxonomy of objectives in the Group Activities Domain. Five levels of development are specified:

1. Informal Relationships
2. Formal Relationships
3. Center Identity
4. Peer Support
5. Community-Directed Behavior

Table 3 presents the taxonomy of objectives in the Community Development Domain. Again, five levels of development are specified:

1. Effective Staff
2. Use of Resources
3. Responsiveness to Participant Needs
4. Responsiveness to Community
5. Impact on Society

Within each level, five levels of integration are indicated and these, in turn, are unfolded into 125 specific objectives. Inspection of Tables 1, 2 and 3 will reveal 375 overall objectives associated with the HSSC program.

Accountability and Forecasting

The development of a schema for describing and measuring behavioral objectives ("outcomes of the system") is an important step in the planning-evaluation process at HSSC. The systems view is a way of thinking, it looks at an organized whole for the

accomplishment of a specific purpose (objective). When we engage in the process of defining objectives and looking at the "fit" between what we want to accomplish and what we have accomplished, we are dealing with accountability.

It has been written that forecasting (or making educated guesses) is a product of knowledge, experience and intuition, i.e., $F = K \times E \times I$. The elaborate taxonomy of objectives is essentially a product of six years of accumulated knowledge and experience with HSSC program participants. The three taxonomies presented are not static end-products, but useful tools and guidelines for (a) forecasting center-wide needs, and (b) delivery of services to the aged.

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TABLE 1
TAXONOMY OF OBJECTIVES IN THE INDIVIDUALIZED SERVICES DOMAIN

1.00 Independent Living

1.10 Basic survival needs are met

- 1.11 Has adequate income to maintain self in own household 1.12 Has adequate shelter 1.13 Has enough food 1.14 Has acceptable clothes 1.15 Is reasonably healthy, can take care of themselves physically

1.20 Comes to Center and participates

- 1.21 Makes decision to join Center 1.22 Can take bus to Center 1.23 Walks into new or unfamiliar place
1.24 Talks to staff regarding membership 1.25 Can face strangers

1.30 Feels comfortable about himself

- 1.31 Can control emotions of fear, anger, love, jealousy, guilt or worry 1.32 Knows basic information about maintaining good health. 1.33 Conscious of maintaining good health to continue coming to Center 1.34 Takes each day as it comes 1.35 Accepts existing family and interpersonal relations

1.40 Feels right about other people

- 1.41 Tolerates behavior of others 1.42 Makes friends easily 1.43 Communicates with staff
1.44 Asks favor from staff 1.45 Has personal relations that are satisfying

1.50 Meets demands of life

- 1.51 Adjusts to changes due to retirement and accompanying personal losses 1.52 Has satisfying home situation 1.53 Verbalizes expressions of gratitude for services at Center 1.54 Satisfaction is achieved from trying to the best of his ability 1.55 Demonstrates appreciation for the Center by sharing in work activities

2.00 Improved Interpersonal Relations

2.10 Increased contacts with people

- 2.11 Less discriminating in actions 2.12 Shows respect for the many differences in people 2.13 Fits comfortably into groups 2.14 Has confidence to assume a new role 2.15 Establishes relationship of mutual trust with other members

2.20 Increased communication

- 2.21 Shows respect for American traditions by observing the ceremonial openings 2.22 Uses own ethnic language 2.23 Uses common language phrases of other ethnic groups 2.24 Understands own and other ethnic cultures 2.25 Shows consideration for feelings of others

2.30 Increased knowledge

- 2.31 Increases his knowledge and effectiveness by attending classes, workshops, conferences, etc., and teaches others what he has learned 2.32 Selects appropriate leisure time activity and gains satisfaction 2.33 Makes requests for certain classes not regularly scheduled 2.34 Supports and encourages the development of under-represented ethnic groups 2.35 Offers suggestions for improvement and makes constructive criticism

2.40 Volunteers services

- 2.41 Accepts responsibility to the level of his capacity 2.42 Takes initiative to offer assistance to staff or members 2.43 Is happy doing modest assignments 2.44 Does not expect monetary compensation for volunteer assignments 2.45 Discovers creative ways to express voluntary activities

2.50 Reaches outside of the Center

- 2.51 Is happy volunteering in a mixed ethnic group 2.52 Has friendship ties not only with his peer group in the Center, but has friends in other age groups 2.53 Is happy volunteering to serve other ethnic groups; is open and receptive to other ethnic groups 2.54 Is comfortable serving the severely aged, disabled or member of another ethnic group 2.55 Interacts comfortably with any age group in a positive way

INDIVIDUALIZED SERVICES (CONTINUED)

3.00 Leadership

3.10 Promotes the Center and the program

- 3.11 Identifies himself with a basic (organized) group and feels a responsibility for its growth
- 3.12 Knows about available services and is confident about using them 3.13 Suggest improvements in the program 3.14 Contributes a creative product to the Center 3.15 Explains the concept that the sum total of the group makes up the total concept of the Center; supports the multi-ethnic and multi-purpose concept

3.20 Influences others

- 3.21 Willingly shares information with others 3.22 Is recognized by peers as reliable 3.23 Does not need to gain status in the Center through past financial status or position of influence; seeks to win approval from his actions in the Center 3.24 Discourages misinformation or gossip which hurts the Center 3.25 Takes responsibility to bring other participants in the program to a higher level of functioning

3.30 Promotes group cohesiveness

- 3.31 Encourages the acceptance of new people; goes out of way to greet and make strangers welcomed to the Center 3.32 Is a good citizen--registers and votes; keeps informed on issues 3.33 Guides and directs the thoughts of the members along the philosophy of the Center 3.34 Uses his leadership skills to maintain group cohesiveness 3.35 Effectively acts as a facilitator in groups regardless of his role

3.40 Has leadership skills and uses them effectively

- 3.41 Accepts a leadership role--officer or chairmanship 3.42 Visits the sick members; brings cheer and favors; encourages them to visit the sick 4.43 Assists staff in following up on members who have dropped out; re-explains program and reports gaps in Center services to staff 4.44 Runs for elective office in the Center or outside of the Center 4.45 Conducts meetings, conferences, etc., in an atmosphere of trust and openness; uses the proper parliamentary procedures

3.50 Extends leadership abilities outside the Center

- 3.51 Is interested in other groups of senior citizens 3.52 Attends meetings of aged and mixed groups which plan for the betterment of the community 3.53 Takes leadership in forming groups
- 3.54 Supports candidates seeking office who help senior citizens 3.55 Introduces legislation in behalf of the group and follows up by lobbying, making presentations, etc.

4.00 Altruism

4.10 Has done something altruistic (action-oriented)

- 4.11 Completes an assignment satisfactorily because of an obligation 4.12 Is honest about his good works but does not openly flaunt them 4.13 Takes responsibility because it needs to be done
- 4.14 Undertakes unfamiliar role or assignment because of encouragement associated with his potentials
- 4.15 Undertakes difficult assignments in the face of criticism and adverse conditions

4.20 Motivated to help others

- 4.21 Consistently helps others 4.22 Gives immediate positive feedback on altruistic activities
- 4.23 Pairs up naturally with other people of similar motivation to accomplish an assignment 4.24 Performs altruistic activities inconspicuously 4.25 Works easily in a separate assignment because of selfless motivation; able to function as part of a group

4.30 Sustains interest in activity without reward or recognition

- 4.31 Finds satisfaction in a voluntary service with appropriate recognition 4.32 Accepts recognition gracefully 4.33 Builds on past experiences without dwelling on self-aggrandizement 4.34 Is modest in self-appraisal 4.35 Does not require recognition for sustaining interest in volunteer assignments

INDIVIDUALIZED SERVICES (CONTINUED)

4.40 Self-sacrifice

- 4.41 Shares insights or wisdom with others 4.42 Assures that his family relations are satisfying so that he can be free to do things he ordinarily would not be able to do 4.43 Increased compassion for disabled, sick or less advantaged persons 4.44 Willingly accepts losses of personal gains for good of others 4.45 Will choose social good to personal convenience

4.50 Persuades others to altruistic actions

- 4.51 Believes and promotes the concept of altruistic behavior 4.52 Finds other people who share the same motivation 4.53 Extends altruistic activities to all age groups and ethnic groups
4.54 Becomes model of altruistic behavior 4.55 Convinces the uninvolved to participate in altruistic activities

5.00 Self-Actualization

5.10 Recovery of creativity

- 5.11 Overcoming or adjusting to the possibility of catastrophic illness or dependency 5.12 Simple, direct and spontaneous in response 5.13 Increased spontaneity; expressiveness; full-functioning aliveness 5.14 Willing to share his creativity with others 5.15 Re-vitalizes his creative talents

5.20 Uninhibited enjoyment of life

- 5.21 Full acceptance of limitations and living satisfactorily within the limitations 5.22 Clearer, more efficient perception of reality 5.23 More openness to experience 5.24 Takes continuous delight in people, nature, books, art, etc. 5.25 A real self; a firm identity; autonomy; uniqueness

5.30 Childlike in his enjoyment; A real sense of humor

- 5.31 Knows his personal value and worth and structures his life (habits, etc.) around the extension of life 5.32 Self-sufficient; free to accept or reject requests and to make own decisions
5.33 Happiness is anticipating something to be completed in the future 5.34 Perceives humor in large and small human events 5.35 Enjoyment is here and now; delights in everyday experiences

5.40 Consistently maintains an enjoyment of life

- 5.41 Has survived a crisis in life and re-discovered life again 5.42 Sharp sense of his own individuality 5.43 Thoroughly enjoys his freedom 5.44 Reconciled with death; views extra living days as dividends 5.45 Ready and willing to meet his Creator

5.50 A sense of completion

- 5.51 Weathered severe life experiences (depression, wars, other social changes) and gains self-realization 5.52 Increased integration, wholeness and unity of the person 5.53 Increased objectivity; detachment 5.54 Goes beyond self-concern; centers attention on non-personal issues 5.55 Is secure in his sense of destiny; has a place reserved for him when the time is ready

TABLE 2
TAXONOMY OF OBJECTIVES IN THE GROUP ACTIVITIES DOMAIN

1.00 Informal

1.10 A sense of freedom and choice

- 1.11 Comes for only one activity 1.12 Is aware of keeping Center clean and assists in cleaning own areas 1.13 Responds to specific individuals 1.14 Donates things for the activity 1.15 Has sense of responsibility of the activity

1.20 Individuals in informal groups also join classes

- 1.21 Sense of freedom to go in and out of a group 1.22 Expresses curiosity about program activities 1.23 Small groups join a class together 1.24 Adds on new interests without losing original informal groupings 1.25 Aware of his place in the Center

1.30 Individuals in informal groups encourage others to join other activities

- 1.31 Informal groups emerge spontaneously in a comfortable environment 1.32 A disabled person, if familiar, will be accepted by the group 1.33 Groups at Center welcome other groups and actively participate to make them welcomed 1.34 Individuals take the responsibility to announce activities of the Center 1.35 Individuals in the Center promote the participation in events and activities in the Center

1.40 Individuals will respect the opening ceremony and participate in Centerwide activities

- 1.41 Watches bulletin and listens to announcements 1.42 Aware of time schedule of activities 1.43 Stays through opening ceremony 1.44 Engages in an activity he likes 1.45 Participates by doing an activity with the group

1.50 Members of informal groups are ready and willing to share in work activities regardless of ethnic differences

- 1.51 Small groups willingly perform limited tasks when asked 1.52 Informal groups ask if there are tasks to be performed 1.53 Individuals in informal groups spontaneously accomplish tasks that need to be done 1.54 Small groups approach other groups for assistance 1.55 Participants understand the program and philosophy of the Center

2.00 Formal

2.10 The group has a written statement of purpose or objectives

- 2.11 Respects and follows the traditions of the United States; observes opening ceremony; able to say the pledge of allegiance 2.12 The group observes existing rules and policies for specific groups 2.13 As group identifies deficiencies, looks to way to improve them 2.14 Makes amendments to accommodate changing group needs 2.15 Refines objectives and purposes to be in concert with the Center's program and overall objectives

2.20 Equal opportunity is given to the ethnic groups

- 2.21 Welcomes minority ethnic groups; allocates additional resources for the hard-to-reach ethnic groups 2.22 Shares ethnic songs and dances with other groups at club meetings, centerwide events or other public gatherings 2.23 The ethnic group is proud of its heritage and is able to entertain the cultural activities of others 2.24 The group encourages intercultural exchanges 2.25 Understands and actively promotes intercultural exchanges

2.30 Leadership is self-perpetuating

- 2.31 Opportunity is provided for leadership roles 2.32 Leadership is democratic and gains support from its members 2.33 Members are meaningfully involved in making decisions in the group 2.34 Leadership identifies potential leaders and provides training opportunities for development 2.35 Staff is asked to intervene only when absolutely necessary

2.40 Individual groups relate to higher level of coordination (Club Council)

- 2.41 Representatives to the Club Council faithfully attend and participate in meetings 2.42 Representative report back and urge the clubs to carry out the activity 2.43 Members of the Club Council take additional responsibility to study certain issues and report to the council 2.44 The clubs cooperate to implement the suggestions made at the Club Council 2.45 The Club Council evaluates the activities undertaken by the clubs and unites toward common goals

GROUP ACTIVITIES (CONTINUED)

2.50 Overall policies and guidelines are established and promulgated by the Participant Advisory Board

- 2.51 Minutes, guidelines and policies are easily accessible and understood 2.52 Center traditions are created and regularly observed 2.53 Members and leaders ask to review written minutes, guidelines and policies 2.54 Policies and practices are evaluated continuously and changes are made to respond to the situation 2.55 Total membership views the Board as the ultimate governing body

3.00 Center Identity

3.10 The total program reflects the needs of the community it serves

- 3.11 Emergency procedures are planned for members well-being 3.12 Leisure time activities are adequate to respond to a wide variety of individual and ethnic differences 3.13 Gives priority to the educational needs of the participants seeking services 3.14 Recruits, trains and assigns meaningful tasks both in the Center and in the community to volunteers 3.15 Offers opportunities to challenge participants to grow

3.20 The offerings are satisfying to the participants

- 3.21 Attendance level is high 3.22 Activities afford opportunity to continue old skills and interests and develop new ones 3.23 The activities concentrate on personal satisfaction; less emphasis on medical attention, somatic complaints 3.24 The group makes suggestions for improvements 3.25 The discipline and control of the Center are in the hands of the participants themselves

3.30 Group shows consideration for other groups

- 3.31 Pitches in to help set up chairs, put away chairs, clean kitchen, etc. 3.32 Demonstrates consideration by quitting on time and keeping the space clean 3.33 Openness to accept any interested persons into existing groups 3.34 Better established groups willingly offer and assist under-represented groups 3.35 Aware of its place in the total Center program and is able to merge into a larger body when necessary

3.40 Program gaps are mutually identified and developed by participants and staff

- 3.41 Has freedom to approach appropriate leaders to offer comments and suggestions on program gaps 3.42 Shares in the planning of Center programs and carries out their own program 3.43 Forms study committees to make recommendations to the Club Council 3.44 Provides opportunities for freely evaluating program gaps 3.45 Takes initiative and responsibility to fill program gaps

3.50 Center goals take precedence over other sub-groups

- 3.51 Works for the good of the Center when the sub-groups are suggested 3.52 Sub-groups persuade other sub-groups to work in behalf of the Center 3.53 Suggests and develops new ways to improve the feeling of the community 3.54 Has motivation for increased involvement 3.55 Has a sense of cohesiveness and identity

4.00 Peer Support

4.10 Individuals see a need and convince a group to meet the need

- 4.11 Recognition is a significant motivation for helping others 4.12 Stronger members help the frail and less alert members 4.13 Differences in groups are settled without staff intervention 4.14 Personal comfort and convenience are sacrificed for helping others 4.15 Satisfaction in helping others instead of the recognition as a motivating factor

4.20 Participants easily respond to the sick and disabled

- 4.21 More people respond in sympathy in relationship to the leadership position 4.22 Committees are formed to respond in a more organized manner 4.23 The fear of sickness and death is overcome 4.24 The absence of a significant member is recognized by the peers by the continuation of the activity started by that person 4.25 Peers voluntarily provide supportive services in the home

4.30 People with talent are tapped and given the freedom to be creative

- 4.31 Opportunity is provided for people to share their talents 4.32 Participants are encouraged to share their talents 4.33 Participants voluntarily offer their talents 4.34 Being comfortable in the recovery and use of talents to help peers 4.35 Bringing pleasure to others with their talents is sufficient motivation

GROUP ACTIVITIES (CONTINUED)

4.40 Groups respond quickly to identified needs

- 4.41 There is confidence in the continuity of concern 4.42 The groups will consistently and willingly respond to the identified needs 4.43 Pioneers start programs and withdraw when the programs are established to make room for other leaders 4.44 Groups involve other groups to get involved in altruistic activities 4.45 All groups unite to achieve a common goal

4.50 Communication and interaction among ethnic groups are easy and natural

- 4.51 The supportive tone in the Center allows participants to speak freely and gain understanding and acceptance 4.52 Sincerity of communication is more important than correct usage of English language 4.53 Honesty in relationships generate greater peer support 4.54 The groups become supportive of persons as humans and less because of ethnic membership 4.55 Ethnic differences are forgotten and a sense of community prevails

5.00 Community Directed

5.10 Staff suggest groups go into the community

- 5.11 Groups are free to choose to accept or decline invitations depending on their strengths 5.12 Scheduling of activities is fair and just 5.13 Team leaders are carefully selected, trained and guided and have the freedom to be innovative 5.14 Team leadership is continually developed and related to professional staff for guidance and recognition 5.15 Participant leadership increases in independence with regular contact with staff

5.20 Altruistic leadership emerges

- 5.21 Individuals and groups spontaneously respond to community needs 5.22 Altruistic leadership attracts capable volunteers 5.23 Appropriate placement is organized to maximize talent utilization 5.24 Appropriate recognition is given 5.25 Groups gain momentum and sustain interest in volunteer services

5.30 The Center takes position on issues affecting senior citizens

- 5.31 Recognized leaders are approached to represent the Center in community agencies and organizations 5.32 Guidance and advice are provided by staff 5.33 Participants report back to the larger bodies for support and guidance 5.34 Leaders involve the Center for support on community issues 5.35 Participant leadership is self-directive in community issues

5.40 The Center identifies the unmet community needs and the groups respond to meet those needs in an organized manner

- 5.41 The Center studies social issues and takes position on social action 5.42 Selected leaders are given more information about issues that should be considered by the Center 5.43 Committees are organized to study issues and report back 5.44 The community recognizes the senior leaders; leaders are given more responsibility 5.45 Participant leadership maintains a continuous liaison to obtain group support

5.50 Linkages to other programs flow in and out of the Center

- 5.51 Appropriate community agencies are drawn into the Center to provide support services 5.52 Groups perform for a variety of organizations 5.53 Groups get involved in community events to promote the mission of the Center 5.54 Community agencies and leaders learn about the Center through the participants; they help promote the concept 5.55 Participant leaders involve the community agencies in the mission of the Center
-

TABLE 3

TAXONOMY OF OBJECTIVES IN THE COMMUNITY DEVELOPMENT DOMAIN

1.00 Effective Staff

1.10 A full complement of capable staff to manage the program

1.11 Staff is unified in the philosophy and practices of the Center program 1.12 Each staff member knows his function and role in the Center and how he relates to other staff members and the total program 1.13 Identifies new problems and needs 1.14 Staff appreciates and encourages the highest functioning of achieving older persons 1.15 Staff sincerely and openly supports the participants in their endeavors

1.20 Regular periodic staff evaluations are conducted

1.21 Staff knows that evaluations are done on a regular basis 1.22 Evaluation criteria are understood and are reviewed periodically 1.23 Performance evaluation is discussed with the employee and opportunity is given 1.24 Evaluation findings are utilized to improve staff functioning 1.25 Contracts are renewed and awards for annual increases are recommended

1.30 Participants support the staff members to make them more effective

1.31 Invites the staff to participate in special events 1.32 Seeks out the staff for advice and assistance 1.33 Offers assistance to staff 1.34 Uses discretion to maximize staff time 1.35 Staff is accepted as part of the family

1.40 Appropriate training programs are formalized within the Center

1.41 Staff development is carried out on a regular basis 1.42 Regular and periodic trainings are scheduled for group leaders 1.43 Student trainees are provided opportunities to fulfill their educational objectives 1.44 Special group training is conducted to accomplish the mission of the Center 1.45 Exemplary older people are recruited and trained to fill the gaps in program specialties not available by participant membership

1.50 The Center is a laboratory and training facility

1.51 The Center serves as a laboratory for research and demonstrations in applied gerontology 1.52 Leaders from other senior citizen programs are invited to attend workshops and training programs 1.53 Additional resources (manpower & funds) are secured to improve training programs 1.54 Training activities are organized more comprehensively and coordinated with the total program 1.55 New knowledge is acquired about older people and disseminated to interested public

2.00 Use of Resources

2.10 The facility and its fiscal resources are used to the maximum extent possible

2.11 Leisure time clubs and activities offered during non-regular scheduled programs complement and enhance the total program for senior participants 2.12 Evening programs bridge the gap between the old the the total community 2.13 Facility is expanded as the need is established 2.14 The need for other facilities in other areas are supported and encouraged 2.15 Other eleemosynary organizations are encouraged to develop senior center activities

2.20 Appropriate agencies are tapped to provide basic services to participants

2.21 Other supportive agencies, businesses, etc., are contacted to provide a resource to participants 2.22 Reciprocal arrangements are negotiated; contact is established to share case information and to agree upon case management 2.23 Continuous liaison with personnel of other agencies is maintained on a friendly basis 2.24 Center extends its resources to community agencies 2.25 Resources are volunteered to the Center when the program works

2.30 Community volunteers are attracted to the Center to provide needed services

2.31 The Center advertises its needs for certain types of volunteers 2.32 The atmosphere provides an incentive for the retention of volunteers 2.33 Demonstrates pride in the Center through voluntary activities 2.34 More volunteers are recruited by the individual volunteer 2.35 Volunteers themselves promote the total program

COMMUNITY DEVELOPMENT (CONTINUED)

2.40 Participant donates funds and goods and helps raise money for clubs and the Center

- 2.41 The Center suggests what the needs are 2.42 Individuals respond to the identified needs
- 2.43 Individuals persuade the group to respond to identified needs 2.44 Club fund-raising needs are subordinated to the total needs of the Center 2.45 Participants take the initiative to identify needs of the Center and take initiative to raise the funds

2.50 Participant resources are catalogued and made accessible

- 2.51 Participants indicating a willingness to assist the Center or its members are listed 2.52 Services of members with talents and skills are fully utilized by the general membership 2.53 Members learn simple skills to help themselves besides receiving only services 2.54 Members benefiting from the service and teaching of talented members reciprocate in various ways to show appreciation 2.55 Members themselves seek ways of maintaining income through discounts, cooperative buying, credit unions, etc.

3.00 Responsiveness to Participants Needs

3.10 The Center program is articulated

- 3.11 Staff utilizes available resources 3.12 Members voice their opinions and suggest alternative ways to learn something new 3.13 New resources from the community are invited into the Center to meet the changing needs 3.14 Participants and staff share in the articulation of the program
- 3.15 Fairness and impartiality are high values among older people (sharing of space and time)

3.20 The Center program reflects the population characteristics in the community it serves and anticipates the changing characteristics

- 3.21 The educational classes reflect the educational needs of the majority of the participants
- 3.22 The Center serves mixed income levels; not entirely geared to the poor 3.23 Evaluation instruments are devised and modified to determine changing participant needs 3.24 Participants are developed to assume instructional and advisory capacity in newly developed programs 3.25 The Center and its participants encourage and promote a cosmopolitan attitude

3.30 Appropriate recognition is given to participants and groups

- 3.31 Tangible rewards are offered in a fair and impartial basis 3.32 Informal opportunities are created to sustain interest 3.33 Regular periods are set aside to publicly thank the volunteers
- 3.34 Participants rely less on staff recognition and are supported by peer recognition
- 3.35 Participants are recognized for altruistic behavior

3.40 The Center programs are geared for the highest level of functioning to meet self-actualization needs

- 3.41 Participants are made aware of self-actualization program and are invited to participate
- 3.42 Participants elect to undertake the self-actualization program in a directed manner
- 3.43 Participants are involved in the development of the curriculum 3.44 Participants become instructors and advisors in the self-actualization program 3.45 Participants promote the self-actualization program outside the Center

3.50 Special attention is given to outreach disabled and under-represented groups

- 3.51 Under-represented ethnic groups are encouraged and additional resources are allocated to support their activities 3.52 Opportunity is given to the disabled, blind and the mentally ill to use facilities of the Center 3.53 Individual participants are asked to share their talents with the disabled groups 3.54 Participants interact freely with the disabled and under-represented groups
- 3.55 Disabled groups willingly volunteer to share their talents and resources with the membership

4.00 Responsive to Community it Serves

4.10 Participants respond to emergency needs in the community

- 4.11 Individuals respond to publicized community needs 4.12 Clubs take the initiative to offer assistance 4.13 All ethnic groups respond to the emergency needs 4.14 Leaders emerge as a result of their compassionate awareness 4.15 Groups mobilize to respond spontaneously to emergencies

4.20 Satisfied participants respond compassionately to others in need

- 4.21 Satisfied participants respond to other Center members 4.22 Visitations are planned to avoid tiring the patients 4.23 Participants provide home services for the convalescing patient
- 4.24 Visitations are easily extended to strangers (members) and non-members 4.25 Individuals appeal to the membership for assistance to those in need

COMMUNITY DEVELOPMENT (CONTINUED)

4.30 Participants use their capabilities to the maximum

- 4.31 Each person has a worthwhile contribution to make; each person is tapped for what he can do best
 4.32 Participants seek out opportunities to use their talents in things they like to do 4.33 The talents are extended out into the community as part of a group 4.34 Participants contribute with full confidence of their worth and ability 4.35 Participants engage in community services with real enjoyment and become self-directive and self-sustaining

4.40 Participants seek ways of improving the community

- 4.41 The Center regularly exposes the participants to concerns of the community 4.42 Participants are asked to serve on community boards and commissions, study groups 4.43 Participants take leadership in the committees they serve on 4.44 Concerns of the elderly are merged with other groups to form coalitions 4.45 Through these coalitions and associations the youth become aware of age and its potential

4.50 Organized groups reach out to improve the community

- 4.51 Clubs willingly organize friendly visitors to cheer the elderly 4.52 Multi-ethnic groups are formed to reach out with entertainment 4.53 Organized entertainment groups extend services to pre-schoolers 4.54 Groups of older people demonstrate their humbleness by accepting menial assignments in work that needs to be done and perform dependably 4.55 Groups of older people earn the respect and are sought out by other age groups for assistance

5.00 Impact on Society

5.10 The image of the older person is positive

- 5.11 Traditional roles and expectations are set aside 5.12 Dependability is the strength of older people 5.13 There is vigor and stamina 5.14 The combined energies of united action leads to visible results 5.15 There are self-directed leaders of older persons who can lead others

5.20 Older people are valuable resources to the community

- 5.21 Workmanship and quality have value over quantity 5.22 Patience of older people can be matched with certain needs of younger people 5.23 Persistence follows belief in a goal 5.24 Decisions on the use of time is more related to values than among younger people 5.25 Older people are sought after to assist the community

5.30 Counsel and advice of older people are valued

- 5.31 Older people have gone through certain life experiences; this can give a retrospective view 5.32 They can give sincere reassurance based on experience 5.33 They can perceive the present more realistically 5.34 They can project possible outcomes in the future based on the reality today 5.35 Self-actualized older people are models for society

5.40 The ethnic and national heritage are perpetuated

- 5.41 They recall how things were done in the past 5.42 They actively participate in ethnic activities 5.43 They teach and transmit the ethnic heritage to the young people 5.44 Documentation of those cultural heritages they value takes place 5.45 Cultural heritage is shared with a wider segment of the population

5.50 The young and peer groups benefit from the resources of older people

- 5.51 Young people learn the traditional ways 5.52 Traditions are modified to suit present needs 5.53 The peer group realizes that traditions can be modified 5.54 There is mutual sharing and interaction 5.55 Innovations are created from the blending of the young and the old
-

SOCIAL GROUPS AT THE HAWAII STATE SENIOR CENTER:
OBJECTIVES AND ACCOMPLISHMENTSOrganizational Model

Since many of the center members are actively participating in goal attainment and are also involved in serving the community through club activities, we can relate the senior citizens to Talcott Parsons' technical level in the hierarchy of formal organizations. Talcott Parsons describes the technical level as "where the actual 'product' of the organization is manufactured or dispensed." Within this level of organization, each club has its own hierarchy and goals to attain within the theme, "We Play, We Learn, We Serve." The senior citizens who are active in club affairs and activities at the center produce goods and services for the wider community. Such activity provides the participants with a feeling of productivity and satisfaction. Thus senior citizens provide organizational output, e.g., goods and services to the community as well as psychological support.

Motivations for Group Membership

There are many theories extant to account for why individuals join groups. In the Fifth Annual Report, the Thomas model of "four wishes" was described:

1. Wish for Security. It is proposed that an individual's security is relative to the degree of his feeling of acceptance by the group. Security needs are satisfied by being accepted into groups which one considers to be important to personal well-being.
2. Wish for New Experience. This motive is satisfied by meeting new people, becoming involved in new situations, learning and accepting different responsibilities, and planning new roles.

3. Wish for Recognition. This motive is expressed in the desire of the individual to be somebody in the eyes of his fellows.
4. Wish for Response. This motive is the desire to be wanted, the feeling that others enjoy one's company and wish to continue it. An individual satisfies his need for response by gaining acceptance with a group of individuals. His peers, in turn, accept him for what he is.

All four "wishes" play an important role in understanding the dynamics of social groups at the the Center.

Objectives of Social Clubs

J. K. Hemphill has coined the concept of "polarization" to describe the commitment of a group toward a goal. In the Fifth Annual Report, each social club furnished a list of "club objectives." The extensive list was edited and reduced to 11 organizational objectives:

- a. To promote fellowship and welfare for its members.
- b. To provide a source of manpower for HSSC programs.
- c. To communicate and cooperate with other clubs.
- d. To provide an educational program through films and speakers.
- e. To promote community service through outreach activities and visitations.
- f. To promote recreational activities (e.g., dancing, exercise, etc.).
- g. To educate the public to the needs of senior citizens.
- h. To learn new skills and hobbies.
- i. To learn and develop appreciation of traditional culture.

- j. To help members experience new social relationships.
- k. To generate harmony, love and compassion for everyone.

Task

The question was formulated: Do social clubs at the Hawaii State Senior Center share common organizational goals? In early Spring (1975), each of the nine clubs was furnished with a list of the eleven objectives and an officer of the organization was instructed to rank order the importance of the objective for the club. A rank of 1 was assigned to the statement having highest priority for the club; a rank of 11 was assigned to the statement having lowest priority.

Areas of Group Consensus

Table 1 presents the rank values assigned to each of the 11 statements by an officer from each of the nine social clubs. The rank values given to the items were summed and averaged for each objective. The average rank assigned by the nine officers was re-ranked to provide a composite ranking of priority for all clubs.

Note: The membership of the nine clubs was: (As of 5/23/75)

	<u>No. of Members</u>	<u>Rank by Size</u>
Chinese Social Club	517	1
Cosmopolitan Club	29	8
Filipino Cultural Club	43	6.5
Hawaiian Seeds Craft	43	6.5
Hawaiian Social Club	51	5
Japanese Social Club	257	3
Lanakila Social Club	125	4
Lima Kokua	28	9
Okinawan Social Club	429	2

(1522)

TABLE 1
FORMULATION OF CLUB OBJECTIVES FOR 1975

Organizational Objective	PRIORITY RANKING BY SOCIAL GROUPS									AVERAGE RANK	COMPOSITE RANK	AREAS OF CONSENSUS
	Chinese Social Club	Cosmopolitan Club	Filipino Cultural Club	Hawaiian Seeds Craft	Hawaiian Social Club	Japanese Social Club	Lanakila Social Club	Lima Kokua	Okinawan Social Club			
a. To promote fellowship and welfare for its members	1	2	1	10	1	1	3	1	2	2.44	1	High Priority
b. To provide a source of manpower for HSSC programs	11	6	4	9	2	3	1	10	4	5.56	5	
c. To communicate and cooperate with other clubs	10	5	3	1	3	5	8	2	5	4.67	3	High Priority
d. To provide an educational program through films and speakers	2	8	8	2	4	4	9	7	3	5.22	4	
e. To promote community service through outreach activities and visitations	5	7	-	6	-	10	6	8	6	6.86	8	
f. To promote recreational activities (e.g., dancing, exercise, etc.)	6	11	5	-	5	6	2	11	7	6.62	7	
g. To educate the public to the needs of senior citizens	9	3	9	3	-	7	7	9	8	6.88	9	Low Priority
h. To learn new skills and hobbies	7	9	6	7	-	8	11	4	9	7.62	10	Low Priority
i. To learn and develop appreciation of traditional culture	8	10	-	4	6	9	10	3	10	7.75	11	Low Priority
j. To help members experience new social relationships	3	4	7	5	7	11	5	6	11	6.56	6	
k. To generate harmony, love and compassion for everyone	4	1	2	8	8	2	4	3	1	3.67	2	High Priority

Note: RANK 1 indicates highest priority for objective
RANK 11 indicates lowest priority for objective

The composite ranks presented in Table 1 indicated areas of consensus among the HSSC social clubs. The three organizational objectives that received highest (relative) priority were:

To promote fellowship and welfare for its members.

To generate harmony, love and compassion for everyone.

To communicate and cooperate with other clubs.

The three organizational objectives that received lowest (relative) priority were:

To learn and develop appreciation of traditional culture.

To learn new skills and hobbies.

To educate the public to the needs of senior citizens.

The remaining five objectives received intermediate ratings of priority.

Spatial Representation

Table 2 presents the correlations between pairs of social clubs, expressed as a Spearman rank-order coefficient of correlation. This numerical index can vary between +1.00 (perfect one-to-one relationship) to -1.00 (perfect inverse relationship). The figures presented in Table 2 indicate an overlap in shared objectives between many of the social clubs.

In order to present a graphical representation of these findings, the correlation data were analyzed with a procedure called "factor analysis." While mathematically complicated, this procedure simply tells us how we may cluster the correlations together. In this case, two statistical "factors" were isolated and Figure 1 presents a graphical picture of the nine social

TABLE 2
CORRELATION BETWEEN SOCIAL GROUPS

Organization	Chin	Cosm	Fil	HSeed	HSoc	Japan	Lana	Lima	Okin	CORRELATION WITH COMPOSITE	ROTATED FACTOR MATRIX (Orthogonal Solution)		
											I	II	h
Chinese Social Club	*	.23	.12	-.20	.06	.13	.08	.31	.27	.37	.30	.02	.09
Cosmopolitan Club	*		.49	.02	.06	.42	.33	.43	.43	.66	.69	.02	.47
Filipino Cultural Club		*		-.46	.57	.78	.52	.47	.63	.81	.74	.48	.78
Hawaiian Seeds Craft			*		-.17	-.33	-.71	.16	-.24	-.14	.00	-.81	.65
Hawaiian Social Club				*		.63	.42	.18	.47	.63	.47	.46	.43
Japanese Social Club					*		.44	.28	.89	.80	.76	.30	.83
Lanakila Social Club						*		-.32	.41	.49	.12	.91	.85
Lima Kokua							*		.26	.43	.77	-.42	.78
Okinawan Social Club								*		.80	.74	.41	.71

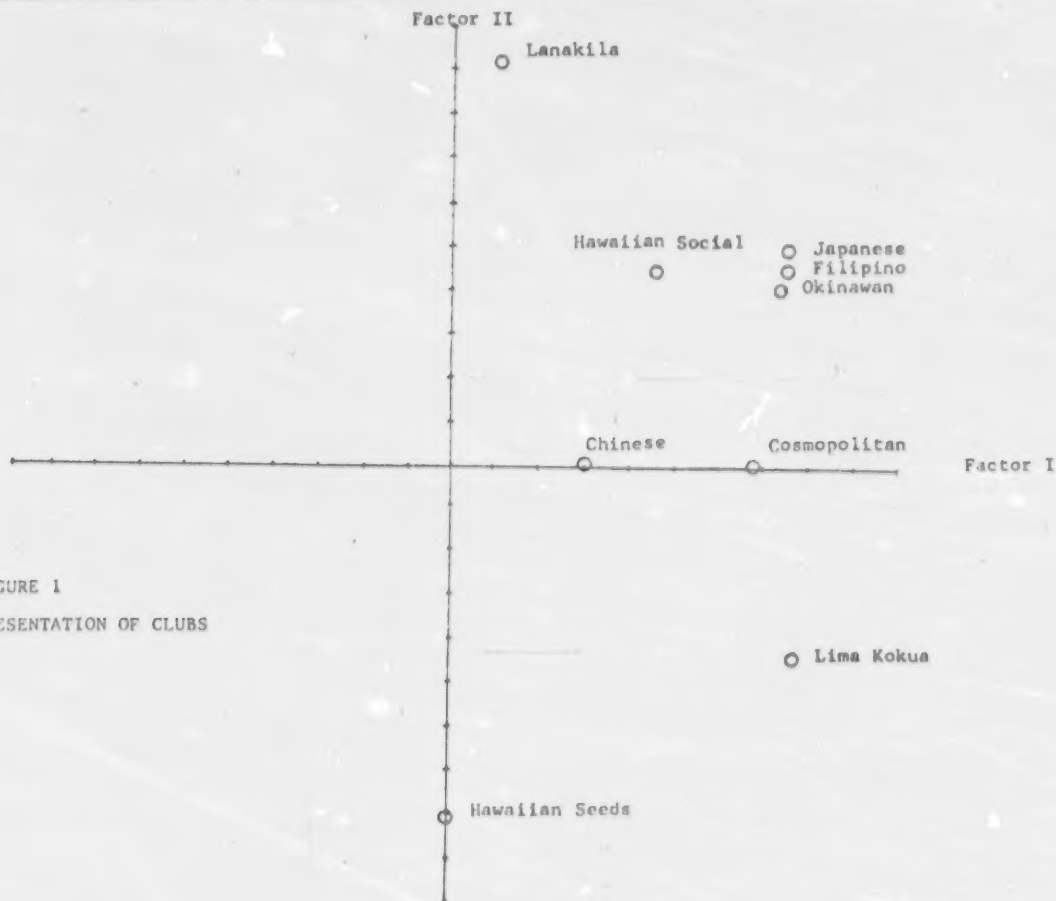


FIGURE 1
SPATIAL REPRESENTATION OF CLUBS

clubs on these two factors.

It is interesting to note in Figure 1 that a "core cluster" is formed by six of the social clubs: Japanese, Filipino, Okinawan, Hawaiian Social, Chinese and Cosmopolitan. These clubs to encourage a broad spectrum of social and community activities. Three of the social clubs show a "drift" from the "core cluster." Possibly this "drift" is related to the more specialized interests of each group: Lima Kokua functions as a foster grandparent organization, Lanakila focuses on social dancing and Hawaiian Seeds Craft is concerned with production of art objects.

Accomplishments for 1975.

By the middle of July (1975) each of the nine social clubs submitted a statement of accomplishments. The reader will find it interesting to compare the priorities of objectives (Table 1) with the real-life endeavors of the groups. It is apparent that the nine clubs, each responding to the "wishes" of its members, are actively developing social-participatory skills of the members. The social clubs at HSSC support an activity theory of aging through (a) Center identification, (b) Peer support and (c) Community-oriented activities.

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ACCOMPLISHMENTSCHINESE SOCIAL CLUB

By Eleanor Young

1 9 7 4

September Sponsored a Moon Festival.

December Sponsored a Christmas Party for Chinese Social Club Members.

1 9 7 5

January New Year and Installation Party.

February Sponsored "Show and Sell."

March Field Trip to Waimea Falls.

April Sponsored "Birthday Party."

May Mother's Day Lunch at Wo Fat.

* * * *

MEMBERS VISIT 3 TIMES A YEAR AS A SERVICE PROJECT TO THE
PALOLO CHINESE HOME.

O F F I C E R S

President -----	Jun Lum Young
1st Vice-President ----	Constance Seto
2nd Vice-President ----	Alice Wiggs
3rd Vice-President ----	Leelin Ho
Secretary (English) ----	Wah Kwai Shun
Secretary (Chinese) ----	Kong Kee Lum
Treasurer -----	Eleanor Young
Asst Treasurer -----	Alice Leong
Auditor -----	Lang Leong
Asst Auditor -----	Daniel Au
Sgt at Arms -----	Florence C. Chun
Sgt at Arms -----	George Fu
Hospitality -----	Eunice Young
Advisor -----	Ellen Y.H. Fong

ACCOMPLISHMENTSCOSMOPOLITAN SOCIAL CLUB

By Leona Greenhalgh,
Past President

1 9 7 4

- June Visits by members to King's Daughters Home and Leahi to entertain patients. Club sponsored 1st Wednesday Program at HSSC -- "How to Place Our American Flag" with instructions by the V.F.W. Aux.#1504. Printed pamphlets of Flag Code was given to all. Club had a luncheon through the Island Federal Savings & Loan, raising over \$100 which was donated to the Center to extend the performing platform in the Lanai addition. Had 2 social meetings this month.
- July Visits to KDH & Leahi. Trip by members to the Valley of the Temples & luncheon at Haiku Gardens. One social meeting. Sponsored Anson Chong to Bicentennial talk on 1st Wednesday.
- August Visits to KDH & Convalescent Center. Sponsored 1st Wednesday Program with the Marine Drum and Bugle Corps performing and the Pau Hana Swingers dance.
- September Visited KDH & Convalescent Center. Helen Wong & Harry Tung chosen as our outstanding members for the year. 1st Wednesday Program - Adrienne Kaeppler on Hawaiiana. One social meeting.
- October Members visited Convalescent Center twice this month to entertain patients. Sponsored 1st Wednesday Program - Mr. Nakamura on "Wills and Trusts." Two social meetings.
- November Entertained at Convalescent Center; sponsored 1st Wednesday Program on Rocks & Minerals & the Skylarks (ladies from Air Force) sang. Two social meetings.
- December Visited Convalescent Center & attended Christmas Party of HSSC. Two social meetings. Handled "Show & Sell."

1 9 7 5

- January Our new president, Harry Tung, ill with a heart attack -- no action taken on activities, social meetings only this month.
- February Ditto.
- March Sponsored 1st Monday Program. The members of the St. Andrew's Senior Club were our guests and had lunch with us. Had a tour of Standard Oil Company. One social meeting.
- April Went on trip to Waimea Falls and social meetings.
- May President Harry Tung returned for the first time. Discussion of our aims for this year and Committee Chairman appointed.
- ***** OUR SOCIAL MEETINGS WERE MAINLY PLAYING CARDS & INSTRUCTING OTHERS IN HOW TO PLAY, OR PRACTICE ON THE "BELLS."

O F F I C E R S

President	- Harry Tung	Treasurer	- Leona Greenhalgh
Vice-President	- Ben Kaeppler	Auditor	- Mary Conces
Secretary	- Laura Kaeppler	Hospitality-	Helen Wong

ACCOMPLISHMENTS

FILIPINO CULTURAL CLUB

By Anne Alvarez
President

1 9 7 4

July Sponsored the Birthday Party for all the July Babies. Birthday Cake was donated by Mr. Ching. Picnic and excursion around the island on the 13th.

August None.

September Some members went to Hilo and Maui.

October None.

November Thanksgiving Party and Recognition awards were given to some deserved members.

December Christmas Party on the 2nd Saturday of the month. Miss Viernes was our Program Chairman.

1 9 7 5

January Members danced at the Hale Nani Hospital on the 27th.

February Dancing done by members at Kalanihuia Housing - Aala Park.

March Danced at Aala Park's 3rd Am. Pavilion.

April Excursion to Waimea Falls.

May Danced at Ka Makua Mau Loa Church on the 5th. May 27th - Recognition Luncheon for Outstanding Older Americans Award. On the 30th danced at the Laniolu Nursing Home. May 31st, danced at Aala Park.

June Danced on the 2nd at Island Nursing Home.

O F F I C E R S

President - Anne Alvarez
Vice-President - Fermin Cruz
Secretary - Natalie Cardenas
Treasurer - Felisa Soriano

ACCOMPLISHMENTSHAWAIIAN SEEDS CRAFT1 9 7 4July Tour to Waimanalo.1 9 7 5February Birthday Party sponsorship.April 24th - Potluck Luncheon for our instructor
who resigned.May 13th - Show of Seed Crafts at HIC.GAINED 10 NEW MEMBERS.

O F F I C E R S

President	-	Shigeru Shirabe
Vice-President	-	Catherine Zoller
Secretary	-	Agnes Leong
Treasurer	-	Alexander Ho
Auditor	-	Violet Kealoha

ACCOMPLISHMENTS

HAWAIIAN SOCIAL CLUB

1 9 7 4

July - December

Community Project: Monthly visit to Beverly Manor.

- Fund Raising:
- 1.) Show & Sell and role of lunches prepared by members.
 - 2.) Individual members participate in various RSVP programs.
 - 3.) Also, overall volunteer services to HSSC.
 - 4.) Older Americans Commission on Aging Recognition luncheon participation.
 - 5.) One outstanding member was nominated and recognized at the HIC luncheon sponsored by the Committee on Aging city-wide project.
 - 6.) Neighbor Island trips.

1 9 7 5

- February Picnic at Ala Moana Park.
- March Hawaiian luncheon at the Halekulani.
- April Excursion to Waimea Falls.
- May Hawaiian lunch - Halekulani.
- June Sponsored Birthday Party.

1. Teach Hawaiian language.
2. We try to keep alive the cultures of old Hawaii.
3. Members attend various educational classes, such as, religion, self development, gardening, & nutrition.
4. Three of our members serve on the Participant Advisory Board, HSSC.
5. Once a month, members enjoy bingo.
6. In May, guest speaker was Mrs. Oliveira, counselor at Leeward Community College.
7. Much aloha and harmony prevails in the Club.

O F F I C E R S

President	- Mary Conces
Vice-President	- Annie Palakiko
Secretary	- Catherine Franks
Treasurer	- Alice Shaudys

ACCOMPLISHMENTSJAPANESE SOCIAL CLUBFellowship and Social Acquaintance.

- 1.) New Year's Tea House Party - Ishii Garden Tea House.
- 2.) March Birthday Party - Cherry Blossom Time, special guests.
- 3.) Governor & Mrs. Ariyoshi and Senior Club members from Fukuoka Ken, Japan.
- 4.) Annual club picnic at Ala Moana Park.
- 5.) Monday lunches served by members to all those wish to buy.
- 6.) Participation in Second Annual Festival of songs and dances, sponsored by United Japanese Society, in which our Club won First Prize.

Educational.

- 1.) Travelogue films shown at most meetings.
- 2.) Trip to University of Hawaii's agricultural experiment at Waimanalo.
- 3.) Trip to Primo Brewery in Pearl City.

Volunteer Service.

- 1.) Visitation to Kuakini Day Care and Kuakini Old Men's Home.
- 2.) Fund raising for HSSC, Show and Sell.
- 3.) Gardening for vegetables for use at Wednesday lunch.
- 4.) Individual services when called upon by other civic clubs.

O F F I C E R S

President - Roy T. Abe
 1st Vice-Pres. - Mazie Tani
 2nd Vice-Pres. - Mildred Morioka
 Secretary (Eng.) - Ernest Tani
 Secr. (Japanese) - Hachiro Kanakuri
 Corresponding - Grace Nishida
 Treasurer - Hideo Morita
 Asst Treasurer - Naoto Mita
 Asst Treasurer - Helen Sheldon

Auditors: Genichi Nakaya
 Mikichi Saito
 Mitsuyoshi Akita
 Henry Furukawa
 Dorothy Tsuji
 Sueo Sonoda

Sgt at Arms:

Mataichi Nakamura
 Akira Hashimoto
 Jihei Arita
 Shigeru Yoshinaga
 Isamu Yasutake
 Tsuneo Nakase

Past President - Nobukazu Kushima

ACCOMPLISHMENTS

LANAKILA SOCIAL CLUB

1 9 7 4

May 11, - Donated \$50 to the Center.

October 16, Sponsored Show and Sell and donated \$100 to the Center.

December 31, Sponsored New Year's Party.

1 9 7 5

January 13. Sponsored January Birthday Party at the Center,
Emceed by President Trude Chang.

May 24. Observed Mother-Father-Parents' Day at Wo Fat Chop Suey.

June 16. Sponsored Show & Sell and sold Curry Lunch. Profit
donated to Center.

- 1.) The Musicians Union donated live music to the Lanakila Social Club on one of their Saturday socials and the oldsters enjoyed dancing to the music of George Hookano and his Group.
- 2.) Lanakila Social Club has a get together at the Center every first and third Saturday night of the month and enjoy social dancing.
- 3.) Live music will be provided on the third Saturday's social dancing get together, up to the end of the year 1975.

O F F I C E R S

President	-	Trude Chang
Vice-President	-	Violet Campbell
Secretary	-	Ellen Goo
Treasurer	-	David Dang
Auditor	-	Gordon Yap
Sgt at Arms	-	Tin Yau Goo
Sgt at Arms	-	McKinley Campbell

ACCOMPLISHMENTSLIMA KOKUA

- 1.) Lima Kokua Members made and donated various crafts and articles to the Hawaii State Senior Center.
- 2.) Members also made and donated rag dolls to children at Waimano Home.
- 3.) Club members cooperated in preparing for the Honolulu International Center Display for Senior Recognition Day - May 13th. All of the articles were handmade by the club members. Proceeds will go towards Annual Luncheon for Lima Kokua members.

O F F I C E R S

President	-	Henrietta Yamamoto
Vice-President	-	Myrtle Tulloch
Secretary	-	Margaret Omina
Treasurer	-	Jack Chee Lee
Auditor	-	Mildred Fountain

ACCOMPLISHMENTSOKINAWAN SOCIAL CLUB1 9 7 4

- August 11th. Sponsored Birthday Party and honored those 88 years and older.
- August 15th. Bus ride - Trip to University of Hawaii's Agriculture Experimental Station at Waimanalo.

1 9 7 5

- January 23rd. Okinawa Social Club's New Year's Party at the Hawaii State Senior Center Hall.
- January 27th. Sponsored 1st Monday Program. Reverend T. Suka was the guest speaker.
- April 13th. Bus ride around the Island and lunch at Haiku Gardens.
- April 21st. Show and Sell - sponsored.
- May 11th. Okinawa Social Club joined in dancing with the Japanese Renkiyo Community.
- June 5th. Annual picnic at Ala Moana Park.

- 1.) Service Project every Tuesday.
- 2.) Members volunteer entertaining at Maluhia Hospital and various agencies.

O F F I C E R S

President	- Kiyu Arakaki
1st Vice-Pres.	- Gensuke Nakama
2nd Vice-Pres.	- Seikichi Chinen
Secretary (English)	- Kenneth Shimabukuro
Secretary (Japanese)	- Kiko Asato
Asst. Sec. (Japanese)	- Takahisa Kaneshiro
Treasurer	- Saburo Shiroma
Asst. Treasurer	- Masanobu Adaniya
Asst. Treasurer	- Seiei Takaesu
Asst. Treasurer	- Chiyo Kochi

Auditors

Yeiji Gibo
Takejiro Nakamasu
Rinsei Shimabukuro

Advisors

James Tengan
Sokkei Gibo
Ushiichiro Nagamine
Yasuko Takamine
Jiro Higa
Sadao Arakaki

OBSERVATIONS ON THE SEVENTH LEADERSHIP WORKSHOP: GROUP
DEVELOPMENT IN A MULTI-PURPOSE CENTER

Principles of Group Behavior and Human Relations

Social science, by discovering what happens in group situations, has aided materially in freeing and developing the individual, rather than submerging him in the group. Bradford and Lippitt have summarized some of the important principles of maximizing the contribution of the individual in his relations with others:

1. Leaders, supervisors and administrators trained in effective human relations are more sensitive to the needs of individuals than untrained ones.
2. In effective group relations, the group becomes sensitive to the needs of its individual members.
3. In effective group relationships, the individual shares in the setting of group goals which affect his own situation and in determining the methods used in reaching the goals.
4. Expression of individual differences of opinion and frankness of feelings are more easily possible in a permissive situation than in an autocratic, manipulated one.
5. The utilization of the consensus method of decision-making makes the individual important.
6. In effective group relations, the individual is encouraged to feel independent, is delegated responsibility and authority as the group members develop trust in one another, and is encouraged to grow and improve.
7. Group-relations research indicates a wide range of needed individual contributions.
8. Individual action and responsibility are more likely to result from shared decision-making than from autocratic decision-making.

9. Leadership is a skill which is acquired, not inherited.

Objectives of the Workshop

The objectives of the Seventh Leadership Workshop were threefold:

1. To learn about interpersonal relationships and ways to improve communication.
2. To identify needed training activities for Center leaders and participants.
3. To identify limitations of the Hawaii State Senior Center program and to analyze these problem areas.

Workshop Format

The Planning Committee for the workshop suggested "role-playing" as a means of dramatizing the most obvious problems manifested during the year. The purpose was to focus on "inappropriate behavior" and not "personality styles" in leadership. The staff identified eight common problems faced by all organizations:

1. Minority not given an opportunity to express its point of view.
2. Lack of openness in Club's finance.
3. Unable to delegate responsibility effectively.
4. No clear policy on club benefits (e.g., Christmas Party subsidy).
5. Acceptance of assignment also means acceptance of responsibilities.
6. A clique runs the Club's activity.
7. Negative attitude breeds failure.
8. Too much lecturing.

These problems were illustrated through an agenda of a

fictitious club called "Hui Hauoli Club."

Implementation

The Seventh Leadership Workshop was held on January 8, 1975. The session began with the administration of "Facts About Senior Leadership" as an ice-breaker (copy of the questionnaire is attached). After several initial presentations about leadership, the participants were grouped in a random fashion except for two Japanese-speaking groups. Each group was assigned one problem and the group's leader was instructed to lead the discussion around the specific question presented. The findings of each group were reported to the general assembly in the afternoon session.

Feedback from the eight problems is attached to his report.

Summary

The problem-solving approach to group interaction is a valuable tool for illustrating the major problems of effective leadership: (a) Communication and (b) Delegation of responsibility. The ongoing leadership training sessions at HSSC are important for the development of human potential in a multi-purpose center.

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Honolulu, Hawaii 96817

FACTS ABOUT SENIOR LEADERSHIP

INSTRUCTION: Purpose is to find out how much we know about the Center. We do not expect everyone to get all the answers correct, but do your best. Please circle true or false after each of the statement. This is for your own information.

Circle One

- | | TRUE | FALSE |
|---|------|-------|
| 1. Only elected officers are leaders of the Hawaii State Senior Center. | | |
| 2. A good leader is a good follower. | | |
| 3. A good leader can order a member to do anything. | | |
| 4. Some older people who come to the Center look well and healthy but may have hidden health conditions. | | |
| 5. Older people pretty much prefer the same things. | | |
| 6. A good leader rewards and praises only the outstanding volunteers. | | |
| 7. It is a universal desire to live as long as possible and to participate meaningfully in life. | | |
| 8. Self-development continues throughout life. | | |
| 9. A senior Center can meet the need for belonging. The Center can refer older people to other agencies for other services. | | |
| 10. The key to successful membership is active participation. | | |
| 11. It's better to plan and organize a Birthday Party by yourself, because you can be sure it will run smoother. | | |
| 12. A good leader must be sensitive to the level of the group. | | |
| 13. A good leader allows open communication and expressions of disagreement. S/he keeps members from becoming disagreeable. | | |
| 14. I can learn from others how to become a good leader. | | |
| 15. Many aged become "newly poor" as a result of retirement, reduction of income and increased medical expenses. | | |
| 16. This group of "newly poor" has a more difficult time adjusting to life as a result of loss of income as compared with those who have been poor all of their lives. | | |
| 17. Your skills and talents can continue to be used in our Center to help others. | | |
| 18. After you complete your term of office in the clubs, there is no further challenge for you. | | |
| 19. Everyone knows my ability and talents so if people need me, they should ask. | | |
| 20. Today, many chronic diseases like diabetes and heart disease can be controlled. | | |
| 21. Only western medicine knows all the answers about maintaining good health. | | |
| 22. Volunteers are still needed for the health-screening program. | | |
| 23. Personal cleanliness is more important in older age groups. | | |
| 24. The overweight person is more likely to suffer from heart disease, diabetes and stroke -- and the greater the excess weight, the greater are the chances of illness & accident. | | |
| 25. Exercise is essential for good digestion and circulation, and ability to sleep well. | | |
| 26. Mental alertness, a good memory, maintaining a lively interest in the world around you, and enjoyment of sex; these are all measurements of good health. | | |

PROBLEM # 1

The Secretary was interrupted from finishing the reading of the minutes. Furthermore, the minority was not given an opportunity to express its point of view.

1. What happened when the Secretary made her report?

She was interrupted.

2. Should the minority be given an opportunity to express its opinion?

Definitely yes.

3. Why is the group behavior inappropriate?

It causes dissension and dissatisfaction.

4. What could you do as a leader to avoid this situation?

Presiding officer could hit the gavel to call attention when the meeting is getting out of order.

5. What could you do as a participant to not let this happen in your club?

Listen very carefully-no talking to neighbors.

All members learn parliamentary procedure.

Get recognized by chairman if person desires to speak.

General Assembly Reactions to Questions 4 & 5:

Give individuals opportunity to express themselves.

Sargeant at arms can be called to maintain order.

Chairman should allow opposing views to be expressed.

Participant may appeal decision of the chair in accordance with parliamentary procedure.

Participant may speak to the chairman individually after the meeting.

Chairman: Roy Abe
Speaker: Naoto Mita
Recorder: Mildred Morioka
Members: Yuriko Kagiya
Mino Kamisato
Miyako Fujikawa
Mildred Ito
Mitsue Arivoshi
Julie Tawarahara

Dorothy Tsuji
Helen Sheldon
Esther Marn

Shigeru Yoshinaga
Guests:

Ichiye Sato
Ruth Tsutae Tanimura

Feedback From Problems Workshop: (Cont.)

PROBLEM # 2

Lack of Openness in Club's Finances.

1. What did the Treasurer report?

Amount of money was not reported.

2. Was this report adequate?

No.

3. Why was this report inadequate?

Not enough explanation on finances.

4. What could you do as a leader to avoid this situation?

Announce yearly expenditure.

5. What could you do as a participant to avoid this situation?

(No response to this question.)

General Assembly Reaction to Questions 4 & 5:

Chair can direct the Treasurer to submit an itemized report the next time.

Participants may appeal the decision of the chair in accepting the treasurer's report.

A knowledgeable participant may volunteer to assist treasurer in writing the report.

Chairman: Abraham Kiai
Members: Margaret Amina
Harry Goo
Laura Kaeppler
Agnes Leong

Felisa Soriano
Elizabeth Matthews
Henry Furukawa
Kimiko Miyahara
Hideo Miyahara

PROBLEM # 3

Unability to delegate responsibility effectively. No cooperation; leader is unable to delegate responsibility effectively.

1. What common problem was illustrated by this incident?

No responsibility or cooperation.

2. Why is this kind of problem significant to the success of the club?

It shows lack of leadership by the Chairman.

Feedback From Problems Workshop:
Problem #3 (Cont.)

C-7

3. Would you like this kind of incident in your meetings?

No.

4. What could you do as chairman to avoid this kind of situation?

Chairman to carefully assign or delegate responsibility of committee members.

Chairman should inquire into qualifications and interests of committee members. (Do not appoint anyone if you want the job done.)

Chairman to call on members to report progress. Don't wait for the final event to find out that things are not moving.

5. What could you do as a participant to avoid this kind of situation?

Each member should feel free to call on Chairman for assistance.

Each member to feel free for criticism.

General Assembly Reactions to Questions 4 & 5:

Chairman should assess individual members in the club for qualifications and talents.

New members should be given the experience to participate.

Chairman: Constance Seto
Recorder: Walter Barfield
Members: Elizabeth Naylor
Rachel Chun
Chubby Kampf
Jihei Arita

Violet Kealoha
Leona Greenhalgh
Jack Chee Lee
Catherine Zoller
Mazie Tani

PROBLEM #4

No Correct Facts or Guidelines.

1. What did the Hospitality Chairman report that illustrates a common problem?

She couldn't decide which member is entitled to receive the Club's Christmas subsidy.

2. Why is this problem significant?

It makes lots of unhappy people.

Feedback From Problems Workshop:
Problem #4 (Cont.)

3. Would you like to be in a club with this problem?

No.

4. What could you do as a leader to avoid this problem?

Alertness and preparedness by secretary before all meetings.
Printed guidelines should be ready for reference.

5. What could you do as a participant to avoid this problem?

All members of the club should respect the guidelines of the Center.

All participants should cooperate in all Center guidelines.

General Assembly Reaction to Questions 4 & 5:

Guidelines should be repeated periodically so people don't forget.
Participants should pay attention when announcements are made.
Guidelines should be included in the minutes.

Hereafter, Club Council meeting minutes to be posted.

Other Center activities should not interfere with important club meetings so members will be present. Staff can announce via PA system.

However, members are not to be forced to attend meetings.

Improve communication through better relationship among members-- fostered by good leadership.

Chairman: Trude Chang
Recorder: Ernest Tani
Members: Kanzo Sumimoto
Kam Hou Lee
Alexander Ho

George Young
Jane Fujita
Natalie A. Cardenas

PROBLEM #5

Criticized member in public. Also do not accept responsibility if you cannot do the job.

1. What problem was illustrated by this incident?

A member was criticized in public.

2. Was the volunteer acting appropriately?

No.

3. Was the Chairman justified in bringing before the club her past performance?

No.

Feedback From Problems Workshop:
Problem #5 (Cont.)

C-9

4. What would you do as Chairman to avoid this kind of incident?

If he or she makes a mistake, he or she should be told quietly. Mistakes should not be brought in the meetings. We are here to learn, serve and play and also to help one another and not to criticize others. We are here to have good fellowship and to love one another.

5. What would you do as a participant to avoid this situation?

Before you accept the job, make it clear what you have to do. If you accept a job, you must carry it out. You must have ability, qualification, and time to accept the job.

General Assembly Reaction to Questions 4 & 5:

When you accept the responsibility, don't pass the buck and take the glory.

Chairman: Ann Alvarez
Members: Mildred Fountain
George Fu
Raymond Hee

Miss Chang (UH Student)
Alice Wiggs
Eunice Young
James Saito

• PROBLEM # 6

Lack of Discussion of Issue. Committee did not feedback decision to general membership. The same people were involved.

1. What problem was illustrated by this incident?

A clique runs the club activities.

2. Why is this problem significant to the success of the club?

Others are unhappy.

3. Would you like this situation to happen in your club?

No.

4. What would you do as Chairman to avoid this incident?

Proceed in a democratic way.
President should appoint new members to the planning committee.

Feedback From Problems Workshop:
Problem #6 (Cont.)

5. What would you do as a participant to avoid this situation?

Discuss problems freely among members of the committee.
Request feedback of plans to general members for final approval of committee decisions.

General Assembly Reaction to questions 4 & 5:

May keep a few old members in the committee, but, appoint new members, also "inject new blood"--new ideas.
Participants should be alert and knowledgeable so they can participate in the discussion.
Participants can help by volunteering their services.
Get over your shyness to get up and speak up.
Get use to the microphone.

Chairmen: Kiyu Arakaki & James Tengan

Members: Gensuke Nakama	Takejiro Nakamasu
Steven Chinen	Henry Jiro Higa
Kenneth Shimabukuro	Tsunao Nakase
Kiko Asato	Rensii Shimabuku
Saburo Shiroma	Ushiichiro Nagamine
Masanobu Adaniya	Lester Gibo

PROBLEM #7

Negative Attitude Breeds Failure.

1. What did the 1st Vice President report that was so negative?

Nobody wants to help.

2. What made the report negative?

No cooperation, no interest.

3. Would you like to hear this kind of report?

No.

4. What could you do as a leader to avoid this problem?

Leader should meet with his chairman before meeting and iron out difficulties, then present a better report.
Leader should appoint interested & dedicated members.

5. What could you do as a participant to avoid this problem?

Encourage participation in all activities--this means members.

Feedback From Problems Workshop:
Problem #7 (Cont.)

C-11

General Assembly Reaction to Questions 4 & 5:

Make sure chairman wants the job so he will do a good job.
Participant can encourage chairman and offer help.

Chairmen: Shigeru Shirabe & Mary Conces

Members: Flora Fu	Henrietta Yamamoto
Leelin Ho	Ora Tatsumura
Yuen Dai Chang	Yuk Kay Choy
Bung Ghin Leong	Fermin Cruz

PROBLEM #8

Dislike lecturing-Chair is not diplomatic-too much reminding.

1. What problem was illustrated?

Too much lecturing.

2. Why is this problem significant to the success of a good meeting?

Turns off the members-they will walk away.

3. Would you like this kind of situation to happen in your club?

No.

4. What would you do as Chairman to avoid this situation?

Chairman appoint his or her committee members.

Ask for volunteers.

Be diplomatic in asking for volunteers.

5. What would you do as a participant to avoid this situation?

(No reply to this question.)

General Assembly Reaction to Questions 4 & 5:

Offenders of cleanliness can be asked to serve on committee--
diplomatically.

Posting signs to avoid lecturing.

Chairman: Henry B.C. Ho

Members: Ellen Goo	Myrtle Tulloh
Ben Kaeppler	Eleanor Young
Violet Lum	Laura Morris
Alice Leong	John Morris
	Wah Kwai Shun

Feedback From Workshop Problems: (Cont.)

Analysis:

Two of the smaller groups had difficulty suggesting specific solutions to the problems. The group leaders were instructed that there was no "correct solution" as such but the most reasonable solution given the makeup of each group.

As the General Assembly heard the reports, they were then able to suggest additional solutions expanding on the work of the small groups.

Evaluation:

At the end of the workshop and the group analysis of the reports, the microphone was open to any person to express what he liked or disliked about the workshop.

There was no lack of boldness in expressing appreciation for being involved in this type of activity. Expressions included thanks for learning new things, and the fellowship of a wider circle of friends. Original suggestions were made like the need for older people to practice using the microphone effectively. No negative objections were made and accolades were given to the cook and her helper for preparing a delightful lunch.

Written evaluations, especially critical ones were invited in writing to preserve anonymity. However, none was submitted.

IMPACT OF INSTRUCTION IN GROUP ACTIVITIES AT THE
HAWAII STATE SENIOR CENTER

Education and the Multi-Purpose Model

The multi-purpose senior center has been defined in the Fifth Annual Report:

"A multi-purpose senior center is a special community of self-selected participants whose involvement and participation increase self-development, group development and the enhancement of the total community."

Within the scope of this definition, several objectives guide the educational program: (a) Social and psychological adjustment (e.g., improved self-image, positive social relationships and participation in the life of the community), (b) Intellectual satisfaction through acquisition of knowledge, attitudes and skills, and (c) Constructive use of leisure time. It has been observed that the structure of the HSSC organization is based on an "activity theory of aging," as opposed to the "disengagement theory." In other words, there is a positive relationship between successful aging and continued activity, as opposed to gradual withdrawal and decline.

At the Hawaii State Senior Center, ongoing educational activities are given high priority since they contribute to the objectives of the program. This emphasis on lifelong learning is congruent with Dr. Harvey Wheeler's concept of spreading out formal education throughout the lifespan of the person. The senior citizen has the same drive ("learning to understand") as

a young person.

Accepting the concept of lifelong education and an "activity theory of aging," the HSSC sponsors a large array of peer group activities focusing on (a) Social-psychological growth and (b) Intellectual and skill-building pursuits.

Planning/Evaluation Concepts

Planning and evaluation are interrelated activities in program development. The primary purpose of evaluating an educational program, such as group activities, is to provide information for decisions about the programs. Evaluation is a human judgmental process applied to the results of program examination. Measurement is not evaluation, but it can provide useful data for evaluation.

Popham has proposed to think of evaluation as the act of assessing merit by judgmentally comparing (a) the observed results (performance data) of some educational enterprise with (b) desired standard or criterion of acceptability (preference data). Schematically, we can represent this conception of evaluation as follows:

$$\frac{\text{Performance Data}}{\text{Preference Data}} \times \text{Comparative Judgment} = \text{Evaluation}$$

At HSSC, the desired standards or criteria of acceptability (preference data) are suggested by the taxonomy of objectives in three domains: Individual Services, Group Activities and Community Development (see APPENDIX A).

Purpose of the Evaluation

It is generally recognized that there are three classes of educational outcomes: (a) transmission of information, (b) modification of attitudes and values, and (c) building of skills. The purpose of the evaluation study was to measure attitudes of senior citizens toward various aspects of the activities program. Two questions were posed: (1) Do participants derive intellectual satisfaction from the group activities? (2) Do participants report social and psychological growth associated with the group activities?

Method

A special evaluation instrument, Center Evaluation of Group Activities, was administered to 199 senior citizens enrolled in 15 classes. A copy of the form is presented in Figure 1. The evaluation devise consisted of 13 statements and the respondent simply indicated his/her agreement or disagreement with each statement along a 5-point Likert Scale (Strongly Disagree...Uncertain ...Strongly Agree).

The 199 participants in the study represented a broad cross-section of activities:

<u>TYPE OF ACTIVITY</u>	<u>No. Classes</u>	<u>No. Respondents</u>
Arts & Crafts	2	30
English	2	39
Foods & Nutrition	1	11
Hawaiian Dance (Olapa)	1	11
Japanese Dance	1	5
Oil Painting	1	5
Religion	1	9
Samisen	1	4
Sewing	4	56
Tai Chi	1	29
	15 (15)	(199)

Center Evaluation of Group Activities

Listed below are a number of statements about group activities in the Center.

Please read each statement, then circle the degree to which you agree or disagree with it.

	Strongly Disagree	Mildly Disagree	Uncertain	Mildly Agree	Strongly Agree
1. The teacher gives <u>full</u> instructions.	SD	MD	U	MA	SA
2. I understand the instructions my teacher gives.	SD	MD	U	MA	SA
3. The instructions my teacher gives are only in one language.	SD	MD	U	MA	SA
4. I got personal help from the teacher.	SD	MD	U	MA	SA
5. I am satisfied with the instructions I get from the teacher.	SD	MD	U	MA	SA
6. The teacher is patient with me.	SD	MD	U	MA	SA
7. I feel I am learning something from this class.	SD	MD	U	MA	SA
8. What I learn in class can be used in my daily living.	SD	MD	U	MA	SA
9. I go to class because I like to see my friends.	SD	MD	U	MA	SA
10. I feel accepted by the teacher and other students in the class.	SD	MD	U	MA	SA
11. The furniture in my classroom is uncomfortable.	SD	MD	U	MA	SA
12. The teacher explains the motto "We Play, We Learn, We Serve".	SD	MD	U	MA	SA
13. Since the class began, I feel better about other students in the class.	SD	MD	U	MA	SA

FIGURE 1

Findings

Table 1 presents the distribution of agreement responses among the senior citizens in the ten types of activities, plus the overall results based on a pooling of the 199 respondents. The "Mildly Agree" and "Strongly Agree" response categories were pooled to provide a broad picture of the agreement pattern. From an inspection of the Table, it is clear that there was a high degree of agreement on nearly all items, except the item concerning uncomfortable furniture (Item # 11).

A salient level of agreement was defined by item receiving 90% or higher endorsements by the sample. Table 2 presents an order list of eight items that received salient ratings. The areas of group consensus center on the instructor, relations with others and learning outcomes:

Instructor

I am satisfied with the instructions I get from the teacher (96%)

The teacher gives full instructions (96%)

I understand the instructions my teacher gives (94%)

The teacher is patient with me (94%)

Relations With Others

I feel accepted by the teacher and other students in the class (94%)

Since the class began, I feel better about other students in the class (93%)

Learning Outcomes

I feel I am learning something from this class (98%)

What I learn in class can be used in my daily living (92%)

TABLE 1
IMPACT OF INSTRUCTION IN GROUP ACTIVITIES

DEGREE OF AGREEMENT (Mildly Agree + Strongly Agree)													
ITEM	ALL CLASSES No. %	ARTS & CRAFTS No. %	ENGLISH No. %	FOODS & NUTRITION No. %	HAWAIIAN DANCE No. %	JAPANESE DANCE No. %	OIL PAINTING No. %	RELIGION No. %	SAMISEN No. %	SEWING No. %	TAI CHI No. %		
1. The teacher gives full instructions.	190 96	28 93	35 90	11 100	11 100	5 100	5 100	9 100	4 100	54 96	28 97		
2. I understand the instructions my teacher gives.	188 94	27 90	36 92	11 100	11 100	5 100	5 100	9 100	4 100	53 95	27 93		
3. The instructions my teacher gives are only in one language.	130 65	18 60	16 41	11 100	9 82	5 100	5 100	8 89	4 100	29 52	25 86		
4. I get personal help from the teacher.	173 87	23 77	27 69	10 91	10 91	5 100	5 100	8 89	4 100	55 98	26 90		
5. I am satisfied with the instructions I get from the teacher.	190 96	28 93	36 92	10 91	11 100	5 100	5 100	7 78	4 100	55 98	29 100		
6. The teacher is patient with me.	188 94	26 87	35 90	10 91	10 91	5 100	5 100	8 89	4 100	56 100	29 100		
7. I feel I am learning something from this class.	194 98	28 93	36 92	11 100	11 100	5 100	5 100	9 100	4 100	56 100	29 100		
8. What I learn in class can be used in my daily living.	184 92	24 80	36 92	11 100	11 100	5 100	5 100	7 78	4 100	53 95	28 97		
9. I go to class because I like to see my friends.	153 78	30 100	30 78	5 45	9 82	5 100	5 100	2 22	4 100	40 71	23 79		
10. I feel accepted by the teacher and other students in the class.	187 94	29 97	36 92	10 91	10 91	5 100	5 100	8 89	4 100	52 93	28 97		
11. The furniture in my classroom is uncomfortable.	93 47	11 37	24 62	3 27	7 64	1 20	- -	2 22	- -	32 57	13 45		
12. The teacher explains the motto, "We Play, We Learn, We Serve."	171 86	27 90	35 90	8 73	11 100	5 100	3 60	7 78	4 100	48 86	23 79		
13. Since the class began, I feel better about other students in the class.	185 93	27 90	35 90	10 91	11 100	5 100	4 80	6 67	4 100	55 98	28 97		

TABLE 2
SALIENT EVALUATION ITEMS

Statement	%-AGREE (By 90% or More)
7. I feel I am learning something from this class.	98
5. I am satisfied with the instructions I get from the teacher.	96
1. The teacher gives full instructions.	96
10. I feel accepted by the teacher and other students in the class.	94
2. I understand the instructions my teacher gives.	94
6. The teacher is patient with me.	94
13. Since the class began, I feel better about other students in the class.	93
8. What I learn in class can be used in my daily living.	92

Total Number of Respondents = 199

Impact Profile

After the results of the participant evaluation of activities were summarized, a special "Impact Profile" was constructed on the IBM 370 computer and a copy is present in Figure 2. The "profile" represents a graphical summary for each item and depicts the rating scale (1 - 5), the average rating assigned to each scale by the 199 respondents, and space for the summary statistics from each class. The "profile" will be used to provide benchmark information on the educational program, and to provide a tool whereby individual instructors in each activity may compare their results to the group norm. This information will provide input to decision-makers concerning changes in courses needed to meet participant needs.

Classroom Visitation As A Learning Experience

Since February, 1975, participants from the Hawaii State Senior Center have been sharing their perceptions and life experiences with Farrington High School students in Mr. Charles Campbell's U.S. History, Consumer Education and Ethnic Studies classes.

Twelve of the senior center participants visited classes and the high school students were so enthusiastic about learning from senior citizens that they paid a site visit to the Center. On May 30, 1975, 25 students visited HSSC and were able to observe the activities of the Chinese Social Club.

Following their visitation to the high school, several

IMPACT PROFILE FOR INSTRUCTORS

INSTRUCTOR.....	COURSE.....	SECTION.....
ITEM DESCRIPTION	SCALE	SUMMARY STATISTICS
ENTER EVALUATION OF GROUP ACTIVITIES SPRING 1975		
1. THE TEACHER GIVES FULL INSTRUCTIONS.		MEAN S.D. N NORM GROUP: 4.90 0.44 195 YOUR CLASS: 0.0 0.0 0
2. I UNDERSTAND THE INSTRUCTIONS MY TEACHER GIVES.		MEAN S.D. N NORM GROUP: 4.90 0.47 192 YOUR CLASS: 0.0 0.0 0
3. THE INSTRUCTIONS MY TEACHER GIVES ARE ONLY IN ONE LANGUAGE.		MEAN S.D. N NORM GROUP: 4.90 1.70 177 YOUR CLASS: 0.0 0.0 0
4. I GET PERSONAL HELP FROM THE TEACHER.		MEAN S.D. N NORM GROUP: 4.70 0.96 188 YOUR CLASS: 0.0 0.0 0
5. I AM SATISFIED WITH THE INSTRUCTIONS I GET FROM THE TEACHER.		MEAN S.D. N NORM GROUP: 4.90 0.64 196 YOUR CLASS: 0.0 0.0 0
6. THE TEACHER IS PATIENT WITH ME.		MEAN S.D. N NORM GROUP: 4.80 0.63 194 YOUR CLASS: 0.0 0.0 0
7. I FEEL I AM LEARNING SOMETHING FROM THIS CLASS.		MEAN S.D. N NORM GROUP: 4.90 0.48 197 YOUR CLASS: 0.0 0.0 0
8. WHAT I LEARN IN CLASS CAN BE USED IN MY DAILY LIVING.		MEAN S.D. N NORM GROUP: 4.80 0.62 189 YOUR CLASS: 0.0 0.0 0
9. I GO TO CLASS BECAUSE I LIKE TO SEE MY FRIENDS.		MEAN S.D. N NORM GROUP: 4.20 1.35 184 YOUR CLASS: 0.0 0.0 0
10. I FEEL ACCEPTED BY THE TEACHER AND OTHER STUDENTS IN THE CLASS.		MEAN S.D. N NORM GROUP: 4.90 0.54 192 YOUR CLASS: 0.0 0.0 0
11. THE FURNITURE IN MY CLASSROOM IS UNCOMFORTABLE.		MEAN S.D. N NORM GROUP: 3.10 1.56 183 YOUR CLASS: 0.0 0.0 0
12. THE TEACHER EXPLAINS THE MOTTO "WE LEARN, WE SERVE".		MEAN S.D. N NORM GROUP: 4.80 0.68 181 YOUR CLASS: 0.0 0.0 0
13. SINCE THE CLASS BEGAN, I FEEL BETTER ABOUT OTHER STUDENTS IN THE CLASS.		MEAN S.D. N NORM GROUP: 4.80 0.57 191 YOUR CLASS: 0.0 0.0 0

FIGURE 2

participants prepared written reports of their "Junior-Senior Citizen Dialogue." The senior citizen related many of his/her own experiences and was confronted with many questions (e.g., "Were you allowed to wear shorts or pants to school?" "Did you have drugs during your school days?" "What was it like before and during WW II?"). Mr. Campbell, the high school teacher, noted that the "program has been successful far beyond our greatest expectations." Eight-three (83%) of the students "liked the program." Ninety percent (90%) said "the speakers were interesting." There were ninety-seven (97%) who said they "learned something valuable" from the visitations.

Some typical reactions of high school students toward their encounter with a senior citizen were:

"I think this program can bridge the gap between the old and the young."

"The senior citizens talked about their many ethnic experiences...that was interesting."

"They talked a lot about history--you read about things like this in the paper but I think its better to hear it from someone who has been there and shared the experiences."

"It was interesting to learn how similar our feelings are about certain things."

"Interesting--it tells how life was before our time, and how much we should appreciate living today."

"Let's get some more senior citizens...right on!"

Observation

As indicated previously, evaluation is the act of assessing merit. The findings of the present investigation indicate that the educational program is producing favorable results. The group activities program at HSSC appears to contribute to intellectual satisfaction and social-psychological growth of participants. The Junior-Senior Citizen Dialogue supports the role of the older person as an "agent of understanding." Since the visitation program fills a void, it will be continued at Farrington High School and, hopefully, at other Oahu schools. This facet of the educational program is especially important since it stimulates communication between generation groups and utilizes the accumulated wisdom of the senior citizen.

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EVALUATION OF HAWAII STATE SENIOR CENTER: ATTITUDES
OF STAFF, BOARD MEMBERS, CLUB OFFICERS,
INSTRUCTORS AND VOLUNTEERS

Nature of Attitudes

An attitude has been defined as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objectives and situations with which it is related." The essential features of the definition are that attitudes exert a regulative influence on behavior, are largely or fully the result of learning, are relatively enduring or permanent, and are called into play by a considerable range of stimuli. In more simple terms, an attitude is "the degree of positive or negative affect associated with some psychological object (Thurstone's definition)."

The Hawaii State Senior Center is concerned with the attitude structures of various target groups within the organization. In the past five annual reports (November 1, 1969 - June 30, 1974), considerable attention has been directed toward the attitudes of participants, staff, volunteers and student observers. Each study has furnished a different perspective and fresh insight into Center operations. Congruent with a systems approach to planning and evaluation, it is generally recognized that the "monitoring of attitudes" is important for the achievement of objectives.

Purpose of the 1975 Study

The purpose of the 1975 study was (a) to determine the extent of congruence of opinion between groups having responsibility for the Center's operation, and (b) to explore new directions of attitude research at the Center.

Method

Respondents for the investigation consisted of 56 staff and group leaders. Group leaders included Board Members, Club Officers, Instructors and Volunteers in group activities. The composition of the sample was as follows:

<u>Target Group</u>	<u>Number</u>
Staff	10
Board Member	4
Club Officers	13
Instructors	22
Volunteers	7
	(56)

A special instrument was constructed (Center Evaluation of Group Activities) and consisted of 25 items dealing with various facets of the activities program. Each item consisted of a 5-point Likert-type rating scale and the respondent simply circled the degree to which he/she agreed or disagreed with each statement.

Findings

Table 1-A presents the distributions of agreement for each of the five target groups, as well as for the total sample. In order to clarify the pattern of response, the two agreement categories for each item (i.e., "Mildly Agree" and "Strongly Agree") were pooled for general endorsement of the statement. Inspection of Table 1-A indicates a relatively high level of group endorsement of the items.

A salient attitude was defined as an item that received 80% or greater endorsement by the sample of 56 respondents. Eleven items received endorsements between 80% and 95% and these items are presented in Table 1-B. These items represent a high degree of congruence of opinion between groups having responsibility for the Center's operations.

The five items that received highest endorsement (85% + Agreement) were:

4. Our participants enjoy doing things as a group.
2. Our participants know their obligations to the Center as exemplified in the motto, "We Play, We Learn, We Serve."
12. Activities afford ample opportunity to continue old skills and interests and to develop new ones.
1. Our participants have a sense of responsibility for the activities they initiate. They put away chairs and tidy the room.
19. Our participants have ample opportunity to share their talents with groups in the Center.

TABLE 1-A
CENTER EVALUATION OF GROUP ACTIVITIES

Statement	DEGREE OF AGREEMENT (Mildly Agree + Strongly Agree)											
	TOTAL STAFF & GROUP LEADERS		STAFF		BOARD MEMBER		CLUB OFFICER		INSTRUCTOR		VOLUNTEER	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Our participants have a sense of responsibility for the activities they initiate. They put away chairs and tidy the room.	48	86	3	80	3	75	11	85	20	91	6	86
2. Our participants know their obligations to the Center as exemplified in the motto, "We Play, We Learn, We Serve."	49	88	9	90	3	75	11	85	21	95	5	71
3. Our participants promote the events and activities of the Center by telling their friends and neighbors.	47	84	8	80	4	100	12	92	17	77	6	86
4. Our participants enjoy doing things as a group.	53	95	9	90	4	100	13	100	21	95	6	86
5. Members of the different ethnic groups are willing to share in common work activities regardless of ethnic differences.	44	79	7	70	4	100	10	77	17	77	6	86
6. Each club has a written statement of its purpose and objectives in a form of a constitution.	38	68	9	90	4	100	11	85	11	50	2	29
7. Our participants appreciate and actively promote intercultural exchanges.	39	70	9	90	3	75	11	85	12	55	4	57
8. Our participants ask the staff to intervene in the clubs decision making processes only when absolutely necessary.	35	62	6	60	2	50	13	100	10	45	4	57
9. The Club Council is an effective body for coordinating club activities.	46	82	10	100	4	100	13	100	14	64	5	71
10. The Participant Advisory Board is accepted as the governing body for the Center.	43	77	9	90	4	100	12	92	13	59	5	71
11. Leisure time activities in the Center are adequate to attract members in spite of the wide variety of individual and ethnic differences.	45	80	9	90	4	100	12	92	14	64	6	86
12. Activities afford ample opportunity to continue old skills and interests and to develop new ones.	48	86	8	80	4	100	12	92	18	82	6	86
13. Ethnic groups show consideration of others by accepting any interested person in its membership.	42	75	5	50	3	75	13	100	17	77	4	57
14. Our groups participate in the planning of Center programs and even carry out their own program plans.	40	71	7	70	4	100	11	85	13	59	5	71
15. The good of the Center "as a whole" comes before the clubs, classes or sub-groups within the Center.	42	75	8	80	2	50	13	100	15	68	4	57

(More)

TABLE 1-A (Continued)

Statement	DEGREE OF AGREEMENT (Mildly Agree + Strongly Agree)													
	TOTAL STAFF & GROUP LEADERS		STAFF		BOARD MEMBERS		CLUB OFFICER		INSTRUCTOR		VOLUNTEER			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
16. Our participants gain satisfaction in helping others without the need for personal recognition.	46	82	9	90	3	75	10	77	19	86	5	71		
17. Our participants voluntarily provide supportive services for the less able participants in their homes.	31	55	5	50	3	75	9	69	11	50	3	43		
18. Our participants will quickly and willingly respond to service needs as expressed by the staff.	46	82	9	90	4	100	13	100	15	68	5	71		
19. Our participants have ample opportunity to share their talents with groups in the Center.	48	86	10	100	4	100	11	85	18	82	5	71		
20. Communication and interaction among our ethnic groups in the Center are easy and natural.	42	75	9	90	4	100	12	92	13	59	4	57		
21. Our groups in the Center freely choose to accept or decline invitations for community assistance depending on their strengths.	38	68	7	70	4	100	10	77	13	59	4	57		
22. Our groups in the Center have sustained a continuing interest in community volunteer work.	40	71	10	100	4	100	8	62	12	55	6	86		
23. Our participant leaders in the Center are self-directive in identifying issues common to senior citizens.	36	64	8	80	3	75	9	69	10	45	6	86		
24. Our participant leaders in the Center are recognized as spokesmen on certain social issues.	38	68	6	60	4	100	11	85	11	50	6	86		
25. Our groups in the Center feel free in involving themselves in the larger community. They create good will for the Center by their volunteer service.	45	80	8	80	4	100	11	85	16	73	6	86		
Number of Respondents	56		10		4		13		22		7			

TABLE 1-B

SALIENT ATTITUDES CONCERNING CENTER'S OPERATION

Statement	%-AGREEMENT
4. Our participants enjoy doing things as a group.	95
2. Our participants know their obligations to the Center as exemplified in the motto, "We Play, We Learn, We Serve."	88
12. Activities afford ample opportunity to continue old skills and interests and to develop new ones.	86
1. Our participants have a sense of responsibility for the activities they initiate. They put away chairs and tidy the room.	86
19. Our participants have ample opportunity to share their talents with groups in the Center.	86
3. Our participants promote the events and activities of the Center by telling their friends and neighbors.	84
9. The Club Council is an effective body for coordinating club activities.	82
16. Our participants gain satisfaction in helping others without the need for personal recognition.	82
18. Our participants will quickly and willingly respond to service needs as expressed by the staff.	82
11. Leisure time activities in the Center are adequate to attract members in spite of the wide variety of individual and ethnic differences.	80
25. Our groups in the Center feel free in involving themselves in the larger community. They create good will for the Center by their volunteer services.	80

Note: Statements endorsed by 80%+ in the sample of 56 respondents were defined as salient attitudes.

Structure of the Instrument

Following the tabulation of the attitude congruence data, the relationships between the 25 items of the instrument (Center Evaluation of Group Activities) were analyzed statistically. The statistical procedure of factor analysis was applied to the item intercorrelations to explore ways that the statements may be clustered. Four "underlying" factors were located and the results of the analysis are presented in Table 2. Conceptually, the factors or clusters may be identified by the five items loading highest on each factor.

FACTOR 1: RESPONSIVENESS TO CENTER/COMMUNITY NEEDS

24. Our participant leaders in the Center are recognized as spokesmen on certain social issues.
25. Our groups in the Center feel free in involving themselves in the larger community. They create good will for the Center by their volunteer service.
18. Our participants will quickly and willingly respond to service needs as expressed by the staff.
22. Our groups in the Center have sustained a continuing interest in community volunteer work.
23. Our participant leaders in the Center are self-directive in identifying issues common to senior citizens.

FACTOR 2: COMMITMENT TO CENTER GOALS

1. Our participants have a sense of responsibility for the activities they initiate. They put away chairs and tidy the room.

2. Our participants know their obligations to the Center as exemplified in the motto, "We Play, We Learn, We Serve."
7. Our participants appreciate and actively promote intercultural exchanges.
16. Our participants gain satisfaction in helping others without the need for personal recognition.
5. Members of the different ethnic groups are willing to share in common work activities regardless of ethnic differences.

FACTOR 3: GOVERNANCE OF THE CENTER ACTIVITIES

10. The Participant Advisory Board is accepted as the governing body for the Center.
9. The Club Council is an effective body for coordinating club activities.
11. Leisure time activities in the Center are adequate to attract members in spite of the wide variety of individual and ethnic differences.
8. Our participants ask the staff to intervene in the clubs decision making process only when absolutely necessary.
6. Each club has a written statement of its purpose and objectives in a form of a constitution.

FACTOR 4: OPEN CHANNELS OF COMMUNICATION AND GROWTH

12. Activities afford ample opportunity to continue old skills and interests and to develop new ones.
21. Our groups in the Center freely choose to accept or decline invitations for community assistance depending on their strengths.
20. Communication and interaction among our ethnic groups in the Center are easy and natural.
4. Our participants enjoy doing things as a group.
13. Ethnic groups show consideration of others by accepting any interested person in its membership.

TABLE 2
ROTATED FACTOR MATRIX

Statement	Orthogonal Factor Loading				R^2
	I	II	III	IV	
1. Our participants have a sense of responsibility for the activities they initiate. They put away chairs and tidy the room.	-.10	<u>.83</u>	.13	-.07	.71
2. Our participants know their obligations to the Center as exemplified in the motto, "We Play, We Learn, We Serve."	.24	<u>.69</u>	.01	.25	.60
3. Our participants promote the events and activities of the Center by telling their friends and neighbors.	.13	.16	.10	<u>.47</u>	.27
4. Our participants enjoy doing things as a group.	.15	.19	-.02	<u>.60</u>	.43
5. Members of the different ethnic groups are willing to share in common work activities regardless of ethnic differences.	-.22	<u>.42</u>	<u>.42</u>	.39	.55
6. Each club has a written statement of its purpose and objectives in a form of a constitution.	.15	.22	<u>.56</u>	.02	.38
7. Our participants appreciate and actively promote intercultural exchanges.	.16	<u>.62</u>	<u>.50</u>	.29	.75
8. Our participants ask the staff to intervene in the clubs decision making processes only when absolutely necessary.	.32	.10	<u>.58</u>	.30	.54
9. The Club Council is an effective body for coordinating club activities.	<u>.50</u>	.03	<u>.61</u>	.01	.62
10. The Participant Advisory Board is accepted as the governing body for the Center.	.35	-.01	<u>.72</u>	.11	.66
11. Leisure time activities in the Center are adequate to attract members in spite of the wide variety of individual and ethnic differences.	.01	.10	<u>.60</u>	.29	.45
12. Activities afford ample opportunity to continue old skills and interests and to develop new ones.	.13	.15	.13	<u>.70</u>	.55
13. Ethnic groups show consideration of others by accepting any interested person in its membership.	.29	.05	.36	<u>.58</u>	.56
14. Our groups participate in the planning of Center programs and even carry out their own program plans.	.32	.04	<u>.47</u>	<u>.43</u>	.50
15. The good of the Center "as a whole" comes before the clubs, classes or sub-groups within the Center.	<u>.44</u>	.32	.33	<u>.40</u>	.57

(More)

TABLE 2 (Continued)

Statement	Orthogonal Factor Loading				h^2
	I	II	III	IV	
16. Our participants gain satisfaction in helping others without the need for personal recognition.	<u>.40</u>	<u>.55</u>	.06	<u>.42</u>	.64
17. Our participants voluntarily provide supportive services for the less able participants in their homes.	<u>.51</u>	.25	.01	<u>.44</u>	.51
18. Our participants will quickly and willingly respond to service needs as expressed by the staff.	<u>.64</u>	.16	.29	.34	.63
19. Our participants have ample opportunity to share their talents with groups in the Center.	.23	.14	.07	<u>.55</u>	.38
20. Communication and interaction among our ethnic groups in the Center are easy and natural.	.20	-.03	.26	<u>.61</u>	.48
21. Our groups in the Center freely choose to accept or decline invitations for community assistance depending on their strengths.	.12	-.23	.37	<u>.62</u>	.59
22. Our groups in the Center have sustained a continuing interest in community volunteer work.	<u>.64</u>	.09	.22	.28	.55
23. Our participant leaders in the Center are self-directive in identifying issues common to senior citizens.	<u>.62</u>	-.10	.21	.11	.45
24. Our participant leaders in the Center are recognized as spokesmen on certain social issues.	<u>.81</u>	.08	.16	.21	.73
25. Our groups in the Center feel free in involving themselves in the larger community. They create good will for the Center by their volunteer service.	<u>.68</u>	.07	.11	.14	.50
Variance Accounted For	29%	18%	24%	29%	

Note: For the reader interested in methodology, the factor analysis was based on 56 respondents. The correlation matrix was analyzed through application of the Principal Axes method with squared multiple correlations as communality estimates. The four factors were rotated orthogonally with Kaiser's Varimax Procedure.

Factor loadings ("correlation of item with hypothetical factor") greater than $\pm .40$ were underscored for clarity of the resultant pattern.

New Directions: Proposal For A Study of Attitudes Toward Death

During the Spring Semester 1975, two advanced nursing students, Gaylan Figueira and Patricia Haaversen, reviewed the literature and proposed a study to explore the attitudes of the staff toward the death and dying of Center members. The nurses felt that there was concern among the Center participants concerning physical well-being and death and in discussing it with the elderly, one's attitudes can help guide them toward feeling of "death as a positive experience associated with life."

Although the two students did not have sufficient time to execute the study, an effort will be made to implement their proposal during the Fall Semester 1975. Based on the work of Schneidman, Parker and Funkhouser, items were formulated in the areas of childhood experiences, religious influences, concepts of death, and fears and expectations about one's own death. The proposed items are as follows:

1. Who died in your first personal involvement with death?
 - a. Grandparent or great-grandparent
 - b. Parent
 - c. Brother or sister
 - d. Other family member
 - e. Friend or acquaintance
 - f. Stranger
 - g. Public figure
 - h. Animal
2. To the best of your memory, at what age were you first aware of death?
 - a. Under three
 - b. Three to five
 - c. Five to ten
 - d. Ten or older
3. When you were a child, how was death talked about in your family?
 - a. Openly
 - b. With some sense of discomfort
 - c. Only when necessary and then with an attempt to exclude the children
 - d. As though it were a taboo subject
 - e. Never recall any discussion

4. Which of the following best describes your childhood conceptions of death?
 - a. After-life
 - b. Death as sleep
 - c. Heaven-and-hell concept
 - d. Cessation of all physical and mental activity
 - e. Mysterious and unknowable
 - f. Something other than the above
 - g. No conception
 - h. Can't remember

5. Which of the following most influenced your present attitudes toward death?
 - a. Death of someone close
 - b. Specific reading
 - c. Religious upbringing
 - d. Introspection and meditation
 - e. Ritual (e.g., funerals)
 - f. TV, radio or motion pictures
 - g. Longevity of my family
 - h. My health or physical condition
 - i. Other (specify): _____

6. Which of the following books or authors have had the most effect on your attitude toward death?
 - a. The Bible
 - b. Camus
 - c. Hesse
 - d. Agee
 - e. Shakespeare
 - f. Mann
 - g. No books or authors
 - h. Other (specify): _____

7. How much of a role has religion played in the development of your attitude toward death?
 - a. A very significant role
 - b. A rather significant role
 - c. Somewhat influential, but not a major role
 - d. A relatively minor role
 - e. No role at all

8. To what extent do you believe in life after death?
 - a. Strongly believe in it
 - b. Tend to believe in it
 - c. Uncertain
 - d. Tend to doubt it
 - e. Convinced it does not exist

9. Regardless of your belief about life after death, what is your wish about it?
 - a. I strongly believe in it
 - b. I am indifferent as to whether there is a life after death
 - c. I definitely prefer that there not be a life after death

10. To what extent do you believe in reincarnation?
 - a. Strongly believe in it
 - b. Tend to believe in it
 - c. Uncertain
 - d. Tend to doubt it
 - e. Convinced it cannot occur
 11. How often do you think about your own death?
 - a. Very frequently (at least once a day)
 - b. Frequently
 - c. Occasionally
 - d. Rarely (no more than once a year)
 - e. Very rarely or never
 12. If you could choose, when would you die?
 - a. In youth
 - b. In the middle prime of life
 - c. Just after the prime of life
 - d. In old age
 13. When do you believe that, in fact, you will die?
 - a. In youth
 - b. In the middle prime of life
 - c. Just after the prime of life
 - d. In old age
 14. Has there been a time in your life when you wanted to die?
 - a. Yes, mainly because of great physical pain
 - b. Yes, mainly because of great emotional upset
 - c. Yes, mainly to escape an intolerable social or interpersonal situation
 - d. Yes, mainly because of great embarrassment
 - e. Yes, for a reason other than above
 - f. No
 15. What does death mean to you?
 - a. The end; the final process of life
 - b. The beginning of a life after death; a transition, a new beginning
 - c. A joining of the spirit with a universal cosmic consciousness
 - d. A kind of endless sleep; rest and peace
 - e. Termination of this life but with survival of the spirit
 - f. Don't know
 - g. Other (specify): _____
 16. What aspect of your own death is most distasteful to you?
 - a. I could no longer have any experiences
 - b. I am afraid of what might happen to my body after death
 - c. I am uncertain as to what might happen to me if there is a life after death
 - d. I could no longer provide for my dependents
 - e. It would cause grief to my relatives and friends
 - f. All my plans and projects would come to an end
 - g. The process of dying might be painful
 - h. Other (specify): _____
- 115

17. In your opinion, at what age are people most afraid of death?
 - a. Up to 12 years
 - b. 13 to 19 years
 - c. 20 to 29 years
 - d. 30 to 39 years
 - e. 40 to 49 years
 - f. 50 to 59 years
 - g. 60 to 69 years
 - h. 70 years and over

18. What is your belief about the causes of most deaths?
 - a. Most deaths result directly from the conscious efforts by the persons who die
 - b. Most deaths have strong components of conscious or unconscious participation by the persons who die in their habits and use, misuse, nonuse or abuse of drugs, alcohol, medicines, etc.
 - c. Most deaths just happen; they are caused by events over which individuals have no control
 - d. Other (specify): _____

19. To what extent do you believe that psychological factors can influence (or even cause) death?
 - a. I firmly believe that they can
 - b. I tend to believe that they can
 - c. I am undecided or don't know
 - d. I doubt that they can

20. When you think of your own death (or when circumstances make you realize your own mortality), how do you feel?
 - a. Fearful
 - b. Discouraged
 - c. Depressed
 - d. Purposeless
 - e. Resolved, in relation to life
 - f. Pleasure, in being alive
 - g. Other (specify): _____

21. What is your present orientation to your own death?
 - a. Death-seeker
 - b. Death-hastener
 - c. Death-acceptor
 - d. Death-welcomer
 - e. Death-postponer
 - f. Death-fearer

22. How often have you been in a situation in which you seriously thought you might die?
 - a. Many times
 - b. Several times
 - c. Once or twice
 - d. Never

23. To what extent are you interested in having your own image survive after your own death through your children, books, good works, etc.?
 - a. Very interested
 - b. Moderately interested

- c. Somewhat interested
 - d. Not very interested
 - e. Totally uninterested
24. If you had a choice, what kind of death would you prefer?
- a. Tragic, violent death
 - b. Sudden but not violent death
 - c. Quiet, dignified death
 - d. Death in line of duty
 - e. Death after a great achievement
 - f. Suicide
 - g. Homicidal victim
 - h. There is no "appropriate" kind of death
 - i. Other (specify): _____
25. If it were possible would you want to know the exact date on which you are going to die?
- a. Yes
 - b. No
26. Which of the following has influenced your present attitudes toward your own death the most?
- a. Pollution of the environment
 - b. Domestic violence
 - c. Television
 - d. Wars
 - e. The possibility of nuclear war
 - f. Poverty
 - g. Existential philosophy
 - h. Changes in health conditions and mortality statistics
 - i. (Other (specify): _____)
27. If or when you are married would you prefer to outlive your spouse?
- a. Yes, I would prefer to die second and outlive my spouse
 - b. No, I would rather die first and have my spouse outlive me
 - c. Undecided, I don't know
28. What is your primary reason for the answer which you gave for the question above?
- a. To spare my spouse loneliness
 - b. To avoid loneliness for myself
 - c. To spare my spouse grief
 - d. To avoid grief for myself
 - e. Because the surviving spouse could cope better with grief or loneliness
 - f. To live as long as possible
 - g. None of the above
 - h. Other (specify): _____
29. How important do you believe mourning and grief rituals (such as wakes and funerals) are for the survivors?
- a. Extremely important
 - b. Somewhat important
 - c. Undecided or don't know
 - d. Not very important
 - e. Not important at all

30. If it were up to you entirely, how would you like to have your own body disposed of after you have died?
 - a. Burial
 - b. Cremation
 - c. Donation (to a medical school or science)
 - d. I am indifferent
31. Would you be willing to donate your heart for transplantation (after you die)?
 - a. Yes, to anyone
 - b. Yes, but only to a relative or a friend
 - c. I have a strong feeling against it
 - d. No
32. What kind of a funeral would you prefer?
 - a. Formal, as large as possible
 - b. Small, relatives and close friends only
 - c. Whatever my survivors want
 - d. None
33. How do you feel about "lying in state" in an open casket at your funeral?
 - a. Approve
 - b. Don't care one way or the other
 - c. Disapprove
 - d. Strongly disapprove
34. What is your opinion about the costs of funerals in the US today?
 - a. Very much overpriced
 - b. No one has to pay for what he doesn't want
 - c. In terms of cost and services rendered, prices are not unreasonable
35. In your opinion, what would be a reasonable price for a funeral?
 - a. Under \$500
 - b. From \$300 to \$600
 - c. From \$600 to \$900
 - d. From \$900 to \$1,500
 - e. More than \$1,500
36. What are your thoughts about leaving a will?
 - a. I have already made one
 - b. I have not made a will, but intend to do so some day
 - c. I am uncertain or undecided
 - d. I probably will not make one
 - e. I definitely won't leave a will
37. To what extent do you believe in life insurance to benefit your survivors?
 - a. Strongly believe in it; have insurance
 - b. Tend to believe in it; have or plan to get insurance
 - c. Undecided
 - d. Tend not to believe in it
 - e. Definitely do not believe in it; do not have or do not plan to get insurance

38. Assuming that there has been an increase in the amount of concern with death in the US in the last 25-50 years, to what principally do you attribute this change?
- a. Wars
 - b. Domestic violence
 - c. Pollution of the environment
 - d. Atomic and nuclear bombs
 - e. Existential philosophy
 - f. The drug culture
 - g. Television
 - h. No change
 - i. Other (specify): _____

Summary

The findings of the annual attitude study indicated a high degree of congruence of opinion between groups having responsibility for the Center's operation. The areas of consensus cover (a) Responsiveness to Center/ community needs, (b) Commitment to Center goals, (c) Governance of Center activities, and (d) Open channels of communication and growth.

A new direction for attitudinal research was proposed by two student observer-participants. The study of death as a positive experience associated with life needs further investigation. Hopefully, this topic will be pursued during the coming year, as well as related studies directed toward testing hypotheses derived from the two currently popular theories of aging--activity and disengagement.

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NEEDS ASSESSMENT AND ACCOUNTABILITY IN A MULTI-PURPOSE
SENIOR CENTERNeeds Assessment

Needs assessment is receiving special emphasis in project evaluation. The technique is based on the MDA Model (Measurement of Discrepancies Analytically)--an approach which focuses upon generic goals, changes them from their generic terms into a detailed description expressed in performance-based objectives, and incorporates them into a system for the reduction of discrepancies.

Implementation of the MDA approach includes a series of tasks:

1. Identify organizational goals.
2. Develop goal indicators.
3. Obtain consensus on goals and goal indicators.
4. Give priority to goals.
5. Translate goal indicators into terminal performance objectives (TPO's).
6. Determine degree of participant attainment of TPO's.
7. Select areas requiring change.

Accountability

Defined variously as responsibility, explicability and answerability, accountability has been traditionally used with reference to service in the public interest, where the stewardship of public funds requires obligatory accounting.

A working definition of the term is that accountability represents acceptance of responsibility for consequences by those to whom citizens have entrusted the public service. If project planners are to be held accountable for participant performance, the desired performances must be clearly stated and specified in advance, and the performance must be adequately measured.

Input-Output Analysis

The comprehensive evaluation of a project should provide information on how money has been spent and what return has been made on the investment. There are three classes of "input" for service systems: human resources, material resources and monetary resources. People, supplies and money are "inputs" for Center operations and activities. These three elements should be combined to maximize the attainment of a terminal performance objective (TPO). A consideration of the alternative courses of action to achieve each TPO and the corresponding cost of each alternative are important elements in the State of Hawaii's PPBS model.

Recommendations for 1975-76 Operations

Congruent with the MDA approach, it is recommended that greater attention be directed toward Center-wide goals and indicators, as represented by the Taxonomy of Objectives (see Appendix A). A great deal of progress has been made since 1969 to (a) define goals, (b) develop goal indicators, (c) obtain

consensus, and (d) assign priorities. There is a pressing need to translate the taxonomic goals and indicators into terminal performance objectives (TPO's). Each staff member and group leader should assume responsibility to implement the seven stages of the MDA Model in his/her area of operations.

During the 1975-76 year, goals should be reviewed again to determine whether they are the ones to which the multi-purpose Center should address itself. The self-study should include (a) the identification of desired Center outcomes, (b) assessing the degree to which outcomes are achieved, and (c) developing and initiating plans to reduce the discrepancy between is and what should be.

Accountability is a positive concept and application of evaluation technologies, such as MDA, will provide for a more rational attainment of Center goals. In addition, the procedures outlined above are self-correcting and allow for more precise forecasting of participant and community needs.

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